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ABSTRACT

This six-chapter book describes professional practices found in good schools and presents practical ideas for implementing the indicators good schools have in common. The first chapter, "Recognizing Good Schools," discusses school philosophy and the qualities of an educated person. A "Good School Check List" is also presented. Among topics discussed in the second chapter, "Leadership," are management and leadership, leader conviction and belief, human potential, positive mental attitude, negative climate forces, dichotomies, positive school climate, personal energy, first impressions, curriculum and instruction, positive personnel practices, achieving excellence, and measurement standards. Qualities of effective teachers, communication, paperwork, substitute teachers, decision making, and staff development are some of the items discussed in the third chapter, "Teachers." Chapter 4, "Parents," discusses issues including parent training, school/parent partnership, communication methods, parent participation, and parent orientation. "Kids" are discussed in the fifth chapter, which covers such topics as principal/student relationship, student orientation, discipline plans, students with special needs, and pre-adolescence. The concluding chapter, "So What?", discusses the future of schools, the current state of the schools, and characteristics which exist in schools which produce high-performing students. (CJB)

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HOW DO YOU RECOGNIZE A GOOD SCHOOL WHEN YOU WALK INTO ONE

Gene A. Bedley

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HOW DO YOU RECOGNIZE A GOOD SCHOOL WHEN YOU WALK INTO ONE

A COMPREHENSIVE GUIDE

FOR IDENTIFYING AND CREATING

A GOOD SCHOOL

by

Gene A. Bedley

Illustrations by

Ron Hiebert

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When You Walk Into One

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IN MEMORY

Dr. Wayne Young was a **keeper of the dream**; a person who had a profound influence on my life. Wayne was a man who created all responsibilities in the context of warm caring relationships. He was not only a leader of leaders, but also a model for all those who he trained. The purpose of this book is to help his dream live on.

IN DEDICATION

Dr. Ed Beaubier, who always looks at problems as challenges rather than obstacles; Ed demonstrates a belief that, collectively, educators and parents can create optimum schooling experiences for kids. It's happening thanks to his leadership and influence.

IN APPRECIATION

Bill Frazier and Stan Corey have given me numerous invitations and emotional support in creating a positive school climate. A climate that is both cognitively stimulating and emotionally supportive. Their ideas were the soil from which many of these practices grew.

My special thanks to the illustrator and my friend, Ron Hiebert; and to my father-in-law, Vernon Cherry, whose visual art talents helped develop the concepts that led to the writing of this book.

IN GRATITUDE

Jim Olivero, the "Climate Creator" catalyst behind many good schools throughout the United States. Jim has been the driving force and motivator in making this book a reality.

INTRODUCTION

Books have been written before on what constitutes good schools, but few books have offered the practicing educator and parent the tools to make their schools better. HOW DO YOU RECOGNIZE A GOOD SCHOOL WHEN YOU WALK INTO ONE not only identifies the indicators of effective schools, but also includes **hundreds of ideas** to aid educators, teachers and parents in making their schools a better place for children. The indicators of good schooling were derived from numerous first-hand visitations. Several hundred educators were asked the question – What is the most significant practice in your school which makes it a "good school?"

We are all ancestors and descendants of a kind. Schools did not just happen. All of us have not only been left schools as we know them, but are also leaving programs and practices for the future. It is, therefore, imperative that we examine schools for what they can and should be. Why not create more cognitively stimulating and emotionally supportive schools where learning flourishes.

Good schools exist! This book carefully looks at the professional practice of education where relationships and responsibilities are orchestrated together, and guess who wins? - - KIDS!!

- - - - - - - - Gene A. Bedley

ABOUT THE AUTHOR

Gene Bedley is a practicing school administrator, teacher, lecturer, author, motivator and parent. He is noted for his practical and creative ideas for educators and parents in training children.

- Gene Bedley put theory on the back burner and has provided concise, ready-to-use ideas for the school principal in *How Do You Recognize A Good School When You Walk Into One.*

Sharon Morgan
Public Relations
Carlsbad, California

- "BRAVO! Gene's new book is outstanding! It's practical application for all educators is perfect. I've dreamed of sharing a book like this with people, and now my dream can come true."

Lyn Perino, Coordinator
Curriculum & Staff Development
Ventura Supt. of Schools Office

- I found your book "How Do You Recognize A Good School When You Walk Into One" very informative. I became so engrossed in the book that I completed it within two sittings. You have been able to develop an extremely practical and informative book that should be read by all school administrators. Many of your thoughts and ideas can be implemented immediately and I, for one, plan on doing so.

Andre R. LaCouture, Ed.D.
Orcutt Union School Dist.

- There's no one more qualified to write on the topic of good schools then Gene Bedley. He's one of the most knowledgeable and respected school administrators in the United States.

Dr. Jim Slezak
Executive Secretary
Association of California
School Administrators

- A wealth of positive ideas for school administration. There's no pie in the sky in this book.

Bert Simmons
Confederation of Oregon
School Administrators

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Only Pioneers Get Arrows

Recognizing Good Schools

Comments from Practicing Administrators

"GOOD" SCHOOL?
CHECK LIST

Yes	No	
☐	☐	1. Does the school have a definite **philosophical rationale** for its professional practices?
☐	☐	2. Does the school philosophy include **persuasion** and **influence**?
☐	☐	3. Has the school identified the character traits and academic objectives of an **educated person**?
☐	☐	4. Does the principal provide **leadership** to the staff in curriculum and instruction?
☐	☐	5. Do the personnel have a **Positive Mental Attitude**?
☐	☐	6. Are parents not only encouraged to **volunteer** in the school but also recognized for their **service**?
☐	☐	7. Do the personnel in the school have a **sense of humor**?
☐	☐	8. Are parent and teacher **suggestions** carefully weighed, considered and implemented?
☐	☐	9. Is there a balance between **production** and **satisfaction**?
☐	☐	10. Does the **school office** have friendly and helpful personnel?
☐	☐	11. Does the school encourage questions, **problem identification** and problem solving by people affected by the system?
☐	☐	12. Does the school develop **criteria** for the selection and implementation of each of its **programs**?
☐	☐	13. Is there an effort to gather broad community data in the establishment of **school goals and objectives**?
☐	☐	14. Does the school program include **curriculum at a challenging level** while providing the emotional support to accomplish learning tasks?
☐	☐	15. Does the school have a **strong basics program**, broadly defined, that includes skill getting and skill application?
☐	☐	16. Has the school identified the different **aspects of relationships** that enhance maximum goal attainment?
☐	☐	17. Has the school identified and shared several **indicators of success** based on student's progress?
☐	☐	18. Has the school identified the **qualities of effective** teachers?
☐	☐	19. Does the school really **value people** by celebrating major events in their careers and lifes?
☐	☐	20. Are there numerous **interpersonal relationships** where people are talking with other people?
☐	☐	21. Does the principal encourage an **open door policy** for face to face communication?
☐	☐	22. Is **home/school communication** a top priority of the school?
☐	☐	23. Is there a concern about the quantity and quality of **papers** that funnel through the school?

Yes	No		
☐	☐	24.	Does the school provide **decision making training** for all adults involved in making decisions?
☐	☐	25.	Are **decision making alternatives** telegraphed to decision making participants?
☐	☐	26.	Are the personnel in the school engaged in **ongoing self renewal and training**?
☐	☐	27.	Is the **teacher's evaluation** based on feedback and mutual learning?
☐	☐	28.	Does the school provide an **open forum** for parents to discuss present and future issues?
☐	☐	29.	Does the school invest time in **parent education**?
☐	☐	30.	Are the skills of **effective parents** identified and successes shared with other parents?
☐	☐	31.	Does the school have a **new parent orientation**?
☐	☐	32.	**Do kids like school**?
☐	☐	33.	Do the principal and the teachers demonstrate that they **like kids**?
☐	☐	34.	Does the school make any extra effort to get to **know kids**?
☐	☐	35.	Is there careful consideration and quality time given to **student placement**?
☐	☐	36.	Are new students given clear information on the **student policies**?
☐	☐	37.	Is the school's **discipline plan** carefully developed, implemented and communicated to teachers, parents and students?
☐	☐	38.	Does the school discipline policy focus on **training children to make** more appropriate **choices**?
☐	☐	39.	Does the school personnel demonstrate a genuine concern for the **human dignity** and welfare of all its students?
☐	☐	40.	Does the school provide a **student handbook**?
☐	☐	41.	Does the school have a strong **student activity program** that builds relationships with kids?
☐	☐	42.	Is there an interface of **love and learning** in the school?
☐	☐	43.	Does the school actively seek **community input** as to how it's doing?

SCHOOL PHILOSOPHY

"Everybody needs a table to put their puzzle on"

Good schools develop a sound philosophical base for their practice. They give parents clear, specific and brief information. Often philosophical statements hinder rather than help adults understand the various aspects of a school. Educational jargon fills educational plans. Good schools know the importance of communicating the **fundamental reasons** of their daily functions. They know that a good beginning is essential. Their philosophical statement typically includes the following:

1. Education is a life long process.
2. All children can learn the prescribed curriculum if you vary the time.
3. Human services are important.
4. All people teach and are capable of learning.
5. Wisdom and discernment are essential.
6. We learn best that which we teach.
7. Catch kids being good.
8. All kids have human dignity and worth.
9. Behavior is maintained by its consequences.

10. The six "R's" should be emphasized: Reading, Writing, Arithmetic, Rights, Responsibility, and Respect.
11. We learn more from our differences than from our similarities.
12. Learning is lasting.
13. People are important.

Value of People

AN EDUCATED PERSON

"We must identify the end and then discover the alternative means to assure the desired ends"

It is to our collective advantage to have educated people! But how would you identify an educated person? What are the qualities of an educated person? Good schools identify these qualities.

AN EDUCATED PERSON . . .

. . . is one who can function effectively in a changing world.

. . . is one who can relate to self and others in a positive way.

. . . is one who is growth oriented. Introspection and self-regulation are an ongoing process.

. . . is one who perceives the emergence of self as in-process.

. . . realizes that the acquisition of knowledge is both powerful and necessary.

. . . takes responsibility for his/her own actions.

. . . makes decisions through rational steps toward problem solving.

. . . has a sense of moral and ethical conviction.

. . . possesses discernment and wisdom in the use of knowledge.

. . . looks for and accepts the humor in self and situations.

. . . acquires skills to perform life's tasks as well as recreation.

. . . knows the full range of emotions and values.

. . . has beliefs and convictions.

. . . has the ability to forecast outcomes.

. . . possesses inner discipline.

. . . is sensitive to diminishing resources and utilizes them wisely.

. . . demonstrates active citizenship.

An Educated Person

Leadership

MANAGEMENT & LEADERSHIP

"You **manage** *things and* **lead** *people!"*

A good school has an effective leader who knows him/herself and the difference between management and leadership. **Management** is to education as basic skills are to a sound curriculum. **Leadership** is to education as wisdom and discernment are to a sound curriculum. They are both essential. But there are some profound differences. For example . . . **Management Functions** include the skills to make schedules, monitor budgets, build agendas, and review attendance. **Leadership Functions** include the skills of . . .

Leading people toward personal and/or organizational goals;

Relating to people in a positive way;

Challenging people to reach beyond their grasp so as to facilitate growth;

Articulating the state and future of curriculum in the school;

Modeling effective communication skills;

Presenting themselves knowledgeable and discerning;

Actively reflecting people's ideas as they are presented;

Influencing people toward building a cohesive organization;

Motivating people to go with their best ideas (whether the result is success or failure).

Effective leaders have beliefs and convictions, a plan and a purpose. They are concerned about satisfaction as well as productivity. They are masters at persuasion and communication. They are growth oriented, realizing that who they are determines the effectiveness of what they do. Leaders are skilled in fostering decision making processes that solicit ownership. They cause people to test themselves while helping people to feel comfortable with their position and accomplishments. Like the lead bird that leads the flock south during the winter, they feel comfortable having others with skills and discernment emerge to the front. In fact, **"there's no telling how much you can accomplish if you don't care who gets the credit!"** Good schools, like good fishing line, have secure leaders. Schools reflect the climate that leaders create.

See **Delegation Responsibility Charts which can be used to monitor involvement of personnel in administrative functions (Page 16).

LEADER CONVICTION AND BELIEF

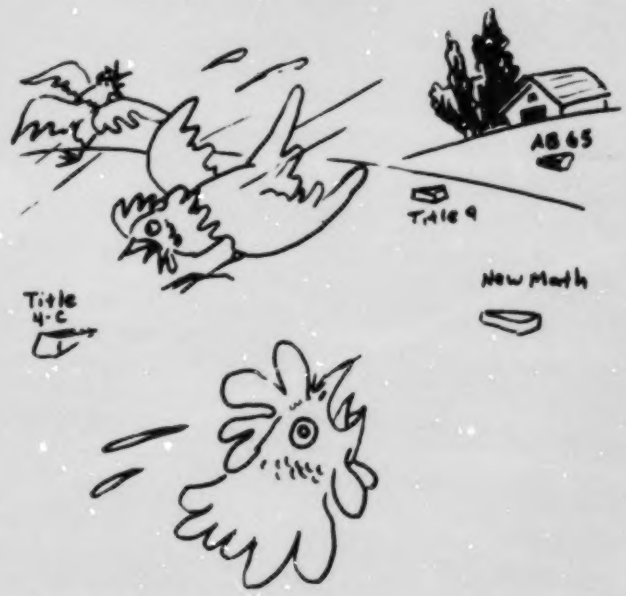
"If we do not hold to our beliefs and conviction about how to deliver quality programs, then we tend to live with negations"

Good schools avoid the "chicken in the pen syndrome" (running from one kernel of corn to another, gathering up corn wherever it is thrown). It is important to hold to that which we know is proven, tested and tried with kids, and stick with these constants because they work.

1. Constants are those beliefs that don't vary from from day to day.
2. Beliefs are to organizations as limits are to effective discipline – without them there is vagueness and failure.
3. Good schools adopt a statement of beliefs.
4. If we don't stand for something, we will fall for anything!

> We can gain from a postage stamp. Its usefulness consists in its ability to stick to one thing until it gets to where it is going!

Chicken in the pen Syndrome



HUMAN POTENTIAL

"What we are in reality is but a fraction of our potential"

Personnel in good schools exhibit a high degree of potential. Human potential is very difficult to assess since we know very little about our capabilities. The comment – "He/she's not working up to his/her potential" – is one of the most meaningiess statements in education. If people are not working up to their potential, then where are they working? If potential was based on a level of output during some past experience, the conditions that surrounded that event may not even exist at the present or ever occur again in the future. **The only way that potential can be realized is through setting goals for ourselves and making every effort to achieve them.** Often adults expect children to be over achievers, when they do not accept the same standards for themselves. Personnel in good schools model the aspects of potential which they want to see in children. They realize that what they do speaks so loudly that kids can't hear what they say. They are growth oriented, realizing that who they are determines the effectiveness of what they do. If potential is not realized in the larger context of human values, then we compound our goals. For example, the conditions that surround learning are equally as important as learning itself. If a person achieved his full potential through attainment of knowledge, his well being may suffer or his relationship with others may be minimal. Achieving successful human potential occurs within the context of all human values. Leaders in "successful schools" identify and monitor the full scope of administrative functions. (See Charts, pages 7 and 8.)

Good schools like good fishing lines have secure leaders.

ADMINISTRATIVE/COORDINATION FUNCTIONS

1 – Primary Responsibility
2 – Secondary Responsibility
3 – Shared Responsibility

	Key Personnel	
Monthly Newsletters	1	2
School Site Council Agenda	3	3
Report Card Dates & Information	2	1
Mutual Goal Information	1	2
Brown Bag Luncheons	1	2
Weekly Bulletins	3	3
Monthly Calendars	1	2
Awards & Assemblies	3	3
Grounds/Valdalism	2	1
Support Staff Meetings	3	3
Intern/Student Teachers	3	3
Staff Meetings	1	2
IIC Meetings	3	3
Cum Folders	3	3
PTA/Liaison	1	2
Staff Development	3	3
Budget Committee	2	1
Staffing Committee/Agenda-Minutes	1	2
SIP (Plan-1,Budget-2,Program-3,Review-4)	2	1
Teacher Observations/Conferences	3	3
School Site Tours	1	2

ADMINISTRATIVE/COORDINATION FUNCTIONS 1980-81

1 – Primary Responsibility
2 – Secondary Responsibility
3 – Shared Responsibility

	Key Personnel	
Teacher Eval.-Objective Conf. End of Year	1	2
Needy Kids	1	2
Calendar 45/15	2	2
Classified/Confidential Evaluation	1	2
Instructional Aide Coordination & Eval.	2	1
CTBS	1	2
Parent Education	2	1
Intersession	2	1
School Goals & Objectives (SIP)	2	1
Fire & Safety Inspections/Drills	3	3
Public Information	3	3
Noon Duty Aides	2	1
Release Planning Time	2	1
Incentive Pay	2	1
Discipline	3	3
School Pictures	2	1
Disaster/Emergencies	3	3
Custodians	2	1
Volunteer Aides (SIP)	2	1
Information Line	2	1
Student Activities 1 – Athletics 2 – Student Council 3 – Special Days	2	1

P M A
POSITIVE MENTAL ATTITUDE

"Success or failure comes from within."

Good schools know that the difference between success and failure is a person's mental attitude. In fact, those with a positive mental attitude can turn their failures into successes.

A critical attribute of an effective leader is developing and fostering a **Positive Mental Attitude** both in themselves and in others. Relationships are full of negative collisions which reinforce negative attitudes. The strongest critic is the inner critic. It stands ready to remind us of all the things that are wrong. Its major thrust is directed toward our thinking patterns. We must not allow this critic to control our thinking. It is important to remember that **we work more miracles than disasters**. Leaders must be a positive influence in guiding people toward doing their best. In good schools, leaders must present themselves as the eternal optimist, always bringing with them **hope**, the biological roots of optimism.

Listed below are some practical ideas for maintaining a positive mental attitude.

1. Develop a rational thinking pattern. There are three different ways to think – rationally, irrationally and rationalizing.
2. Accept only criticism that has some degree of rationality, reason and compassion – most of all compassion. Use these criteria to screen criticism.
3. Keep notes on the things you have done that you know are right. In addition to the comments from people in your life whom you consider significant, it is important to keep notes on yourself. They are especially helpful in lifting your spirits when you have a bad day.
4. Do the unexpected for people. They'll expect you to do the things that people normally do. It's the little things that let people know that you care. You will discover that you will receive all kinds of positive feedback when you do the unexpected.
5. Accept praise from others without questioning their motives. It is important to accept praise as well as constructive criticism. If you cannot accept praise, there is a possibility you can't accept criticism. We all need both praise and constructive criticism.
6. Spend the majority of your time recognizing and reinforcing the good things which you observe in other people. The Law of Return says that what we sow, we reap. Be careful that you don't just give people praise. If all you do is praise people, they tend to negate the positive comments after a period of time. Develop the philosophy of "10 to glow on and 1 to grow on!"

7. Thoughts are the soil from which all behavior grows. Think positive thoughts – there's **always** a way to make things happen.
8. It's not what happens in life that counts, but our reactions to what happens. Failure and frustrations will happen in our experience, but those same failures can be the beginning of successful learning experiences. Failure or success lies within us.

NEGATIVE CLIMATE FORCES

"What you build in a lifetime can be destroyed overnight. Build anyway!"

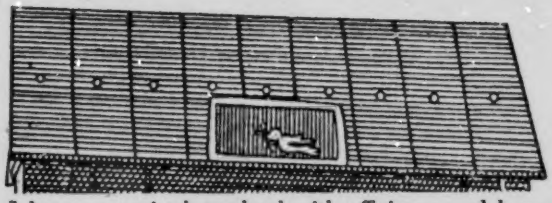
Today's administrator is faced with numerous forces that have a negative effect on developing a positive school climate. Like a pack of wolves, they group together to weaken the energy of a leader. These forces include the administrator's unreal demands of himself, the numerous categorical programs that bring with them trainloads of paperwork, the lack of parent support, the emerging rights of students and teachers. All of these forces, if not carefully understood, can erode away the efforts of an organization to be productive, viable and a positive influence in the training of our children. It is important to remember that we cannot take responsibility for all negative forces. Schools reflect the values of a society. A parent once criticized the school for all the foul language that was used on campus, as if the schools taught kids how to swear.

The fact remains – there are schools that live with the reality of negative forces, yet emerge with a positive school climate. Leaders in these schools have found ways of making their school a positive force in shaping the destiny of kids. They include the following:

1. They make lists of things that are right and successful each time they look at the things that need improvement.
2. They select themes and mottos which will build positive mental attitudes.
3. They celebrate kids' successes in learning.
4. They separate problems from perplexities.
5. They let parents, teachers and kids know that they are satisfied with many aspects of their performance.
6. They build a sense of destiny with kids.

DICHOTOMIES

GENE BEDLEY



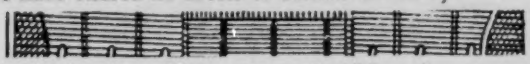
I have supervised a school with efficiency and have run a tight ship. But many have been strangled by its routine.

I have innovated—but have left the souls of children untouched.

I have claimed throughout Education Circles my role as an instructional leader. Yet I exert little influence on curriculum matters that confront me.

I have built an Educational Program that shines in the county. But I have used it to beam my accomplishments.

I have prided myself in the achievements of my students. Yet I have offered no access to success for many.

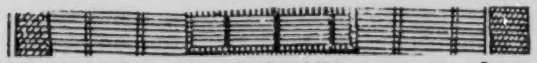


I have spoken of commitment, but I have been uncommitted.

I have expected others to be over-achievers, but yet I under-achieve.

I have carved a path toward professionalism. Yet my contribution to my professional organizations are but a whittle.

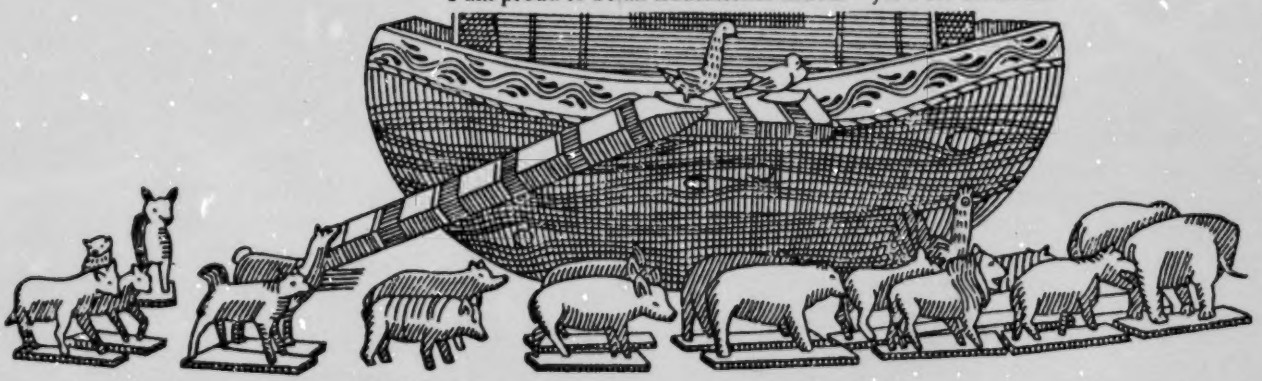
I define goals and objectives for others, and yet tolerate unclear goals for myself.



"Children, the center of school," is my cry, yet Lesson Plans are developed for comfort and convenience.

I have solved many problems, but I have failed to attend so many more.

I am proud to be an Educational Leader—yet I am ashamed.



POSITIVE SCHOOL CLIMATE

"Climate is what you are supposed to get — weather is what you do get!"

Good schools have a positive school climate. A positive school climate is achieved when educators, teachers, and kids are working together to accomplish goals in a setting that is both cognitively stimulating, and emotionally warm and supportive.

CLIMATE

- Climate is the product of the collective perceptions and attitudes of people within an organization.
- Climate is the result of the actions of a leader and the reactions of followers to the leader. It is also the actions of people in an organization and the reaction of managers to people.
- Because we are creatures of mood, climate can be determined by what happened the night before.
- Climate is a journey rather than a destination.
- Climate is a set of specific characteristics that can be measured at any given time.
- Climate conditions that surround learning are equally as important as learning.
- Climate generates behavior.

Unless a school recognizes and identifies indicators of positive school climate, there is a good chance that people are not working toward climate goals. The most important indicator is that people are talking with each other in a friendly, rational, reasonable and compassionate way. Is there respect for the human dignity and welfare of all members within the organization? Are people genuinely valued and considered to be the most important variable in the school?

Personnel in good schools are **climate creators**. They create a warm caring atmosphere in which children can relate and learn. They are concerned that positive feeling tones exist throughout the school by . . .

1. **including** "grocery store" type music in the office.
2. **providing** a registration packet that presents office staff as organized and prepared to give service.
3. **emphasizing** that office staff present themselves friendly and warm, ready to help parents and community.
4. **providing** new parent orientation at the time of registration, or an orientation day during the week of registration.
5. **emphasizing** their successes with kids. They continually focus on the positive accomplishments of the staff and students.
6. **communicating** that the single most important variable in actuating success is the people. Good schools spend many hours valuing people. **People make the difference**. The survey on pages 12 and 13 can be used to assess school climate.
7. The school provides numerous invitations to parents and students.

Feeling Tones & Climate

SCHOOL CLIMATE INDICATORS

(Problems, Communication, & Decision Making)

In thinking about your school, please rate, by placing an X on the line in the area that best reflects your views.

COMMUNICATION:

The talk in the faculty room is

Generally positive, constructive & open / / / Generally negative

When others in the building have a concern with the administration or staff member, they

Usually go directly to the person & express it. / / / Keep it to themselves or tell someone else.

Teachers have concerns in our building generally

Go directly to the person involved / / / Find it difficult to directly confront person

In our building there are approximately 2, 3, 4, 5 (circle one) or more teachers that I do not communicate with very well.

Staff members in our building

Frequently praise each other / / / Generally neglect to tell others when praise is deserved.

I think that students feel

Relatively free to approach staff members with concerns. / / / Their opinions are not appreciated.

Parents frequently feel

That they are welcome to visit or telephone school with a concern. / / / That if questions are raised it "will be taken out on their child."

Parents praise the school

Often / / / Seldom

Teachers aides and secretaries

Generally feel accepted and communicated with on an equal level with teachers / / / Generally feel put down and are treated as second class citizens.

Students in our school

Generally show concern for and listen to each other / / / Have cliques, tattle on each other, are generally not concerned about each other.

PROBLEM SOLVING:

Teachers expect the administration

To take care of most problems / / / To involve them in solving major problems

The principal

Generally involves teachers in solving problems affecting them / / / Usually provides the answer or solution to a problem.

Teachers in our building

Generally involve students in solving problems affecting them / / / Generally order, ask or tell students to stop doing things or provide answers to student concerns.

Central Office Personnel

Generally provide answers to problems / / / Involve schools in developing alternative solutions.

SHARED DECISION MAKING:

School projects, activities or ideas are

Generally sold to the staff by the administration			The staff is involved in making these kinds of decisions.

In the classroom

Students should have a voice in making major decisions			Teachers are trained to make most major decisions.

On major school-wide decisions

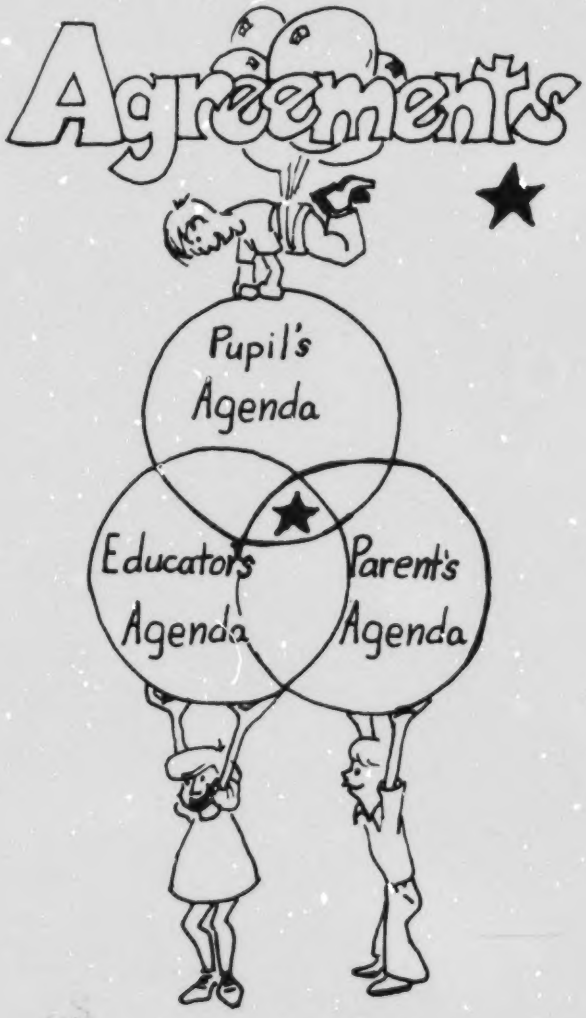
Student involvement, because of their inexperience, should be limited.			Students should be involved & have input on all major decisions concerning our school.

AGREEMENTS

"Agreeing upon where we agree"

Good schools take the time to review major agreements so that people can keep a proper perspective of successes and accomplishments. Here are four questions that will facilitate an informed gathering of parents, educators and students concerning how successful the school really is.

1. What do we, as a school, do well?
2. What do we, as a school, do well but which needs further refinement?
3. What do we, as a school, do that we really should not do?
4. What do we not do that we ought to do?



SERVICE

"Service is the rent we pay for our life here on earth."

An extremely important quality of leadership is to reinforce those that give service to the organization. A school that can mobilize volunteers toward helping the children, can realize a significant contribution to a child's education. Generate a list of ideas to keep effective volunteers sensing the importance of their service. For example:

1. Create an attitude that something important is being accomplished.
2. Make personal contacts to explain the nature and extent of the needs. Volunteers are more able to respond to needs if they know the full scope of the task.
3. Each volunteer who gives time should wear a name badge or some other form of identification.
4. Acknowledge and reinforce those who give service through personal comments, notes, certificates, and "thank you" luncheons.

Remember, you can't fire volunteers. It is important that they are properly trained and placed. They want to help the school. We need to make sure that they are successful.

HUMOR

"Tickle the tensions out of the system!"

An emotional supportive environment includes humor. Good schools include "Happy Weeks" where the emphasis is on relieving some of the stresses that people experience. Schools need to encourage laughter. It is probably one of the most enjoyable forms of human communication. Good schools not only use humor in spoken communication, but also in written communication. The more humor included the better. Some ideas for building connectiveness in an organization through humor include the following:

1. A joke-a-day bulletin board.
2. A funny face contest.
3. Sharing humorous situations which happen with children.
4. Student/Faculty games where the faculty dresses in unusually funny outfits.
5. Staff dress up on Halloween.
6. Backwards dress day.
7. Student joke newspaper.
8. Create your own "Laugh-In" assembly.
9. Take full advantage of having fun with each other. Birthday cards can include "strokes and **pokes**."

PERSONAL ENERGY

"Some people get energy from their work, while others create excessive anxieties."

You can recognize a good school by the amount of personal energy that is expended to the children. Energy can be invested in numerous ways. A question that should be addressed with each decision is "How will this decision affect children?" Effective schools focus on the present and future through ongoing educational planning. Schools whose personnel focus their energy on the "good old days" of the past and see no hope for the present or future, waste energy. Their biased memories are filled with screened perceptions of what happened in the past. If one dwells on the past, energy to deal with the present is lost. Some techniques which foster energy are . . .

1. **Individual needs**: If personnel do not get their needs met, then there is no way that they in turn are going to meet the needs of kids.
2. **Thought patterns**: People's thinking patterns can either create excessive anxieties about their work or can generate energy from their work.
3. **Mobilizing people**: Energy is expended best through energizing others to reach beyond their grasp.

4. **Decision making**: Energy is generated from well organized, managed and calculated decisions.
5. **Positive messages**: It has been estimated that it takes almost 50% more energy to discipher negative messages than positive ones. (Stanford University, 1979)
6. **Energizing efforts**: Focus is put upon the positive happenings in the world. For example, the world has . . .
   a. the most advanced systems of communication.
   b. better food and production of resources.
   c. better health.
   d. superior transportation systems.
7. **Self worth**: Claim the importance of your work and the contributions you are making. Be proud of success. This can be most energizing.
8. **Delegated responsibility**: Give your power away through delegated responsibilities. Assign tasks to those who have greater interest and talents than you. Equally important is to let people know if they have primary responsibility, secondary responsibility or if the task is a shared responsibility. Writing major tasks down on a chart helps facilitate personal energy. (See Responsibility Chart, page 16.)

SUGGESTIONS VS. RECOMMENDATIONS

"A healthy growing organization has utilized a variety of suggestions in becoming effective."

Suggestions create alternatives and contingencies necessary to solve problems. We make an assumption that everyone knows the purpose of suggestions, when in reality, very few people separate suggestions from recommendations.

A **suggestion** is simply an idea that you are sharing with another person. The person you are sharing the idea with can use it or choose not to use it, at least temporarily. In other words, "try it or fly it." Perhaps, the person may choose to use part of the idea.

Suggestions may or may not work, depending on an individual preference. Leaders in effective schools know the importance of giving suggestions and are not disappointed when they are not always used, since the receiver is the one who has to decide which suggestions best blend with his/her abilities. This lets people know the importance of growing and learning new ideas, as well as helping them look for new ways to train children.

On the other hand, **recommendations** are specific requests that need to be completed within certain time periods. Recommendations can first be given verbally and then be followed up with written recommendations. It is important that recommendations be specific, brief, and include a time line.

PRODUCTIVITY/SATISFACTION

Leaders in effective schools recognize the importance of maintaining a balance between the number of goals achieved and the attitudes that accompany goal attainment. New administrators and aggressive parent leaders often make the mistake of trying to change a school in one year. **Educational plans need to be developed for a three year period, not for a one year period**. People need a comfortable level in which to perform their daily tasks as they fulfill educational goals and needs. Personnel in good schools are skilled in need identification and analysis. Need analysts are people that study below the surface of stated needs to clarify meanings. Satisfaction and productivity can have a balanced and harmonious marriage when needs are prioritized and scheduled, always allowing ample time for the people to solve the identified needs.

Production and satisfaction can be orchestrated together when . . .

1. People can see the full scope and sequence of events carefully scheduled.
2. People set priorities on needs. Invite staff, parents and students to weigh identified needs.
3. People set realistic goals for themselves (self imposed) and others (peer imposed). Written goals are the best.
4. People review summaries of agreements and accomplishments.

Following is a summary of curriculum goals attained during a five year period in an effective school.

DELEGATED RESPONSIBILITIES

1 – Primary Responsibility
2 – Secondary Responsibility
3 – Shared Responsibility

KEY PERSONNEL

Health Education															
Movement Ed/Physical Fitness															
Science Representative															
Speech & Language															
Remedial Reading															
Media/Library Skills															
Discipline															
Volunteer Aides															
Classrm. Groups & Counseling															
Testing															
Continuum Coordinator															
Social Committee															
Counseling Project Coord.															
Calendar															
Fine Arts															
MGM (TAG)															
Parent Education															
CTBS															
School Goals & Object.															
Public Information															
Social Science															
Budget															
Interactive Video															

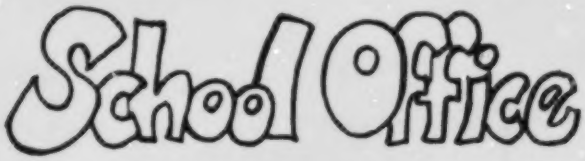
PROBLEMS VS. PERPLEXITIES

"There are two principles of living — problems and perplexities. Problems are solvable and perplexities are confusing."

The recognition and identification of problems can serve as one of the healthiest contributors toward positive human relationships. **Problems are a normal occurance of every school**. However, good schools react to problems in a positive way. First, they are aware that similarly to a family, the larger the family, the more potential exists for more problems. Personnel in good schools know that most problems, if they are refined to simple written paragraphs or sentences are solvable. Aristotle had some good advice on problem disputes.

How many a dispute could have been deflated into a single paragraph if the disputants had dared to take the time to define their terms.

1. Quality time should be spent on clarifying and purifying the problem.
2. Potential problems should be foreseen months ahead so that there is adequate time to seek the best solutions.
3. Priority solutions should be identified first.
4. Alternate solutions should be tried if the first choice appears not to be working.
5. Problem resolutions should include precise agreements on expectations.
7. Problem solving needs to go beyond a mere description of behavior.



FIRST IMPRESSIONS

"The best known person in the school is the school Secretary!"

The first impression a visitor has when entering a school is most likely to be the most significant. Apart from the impression one receives from a neighbor, the first contact is with the school's office personnel. A 1978 research study made by the National School Public Relation Association indicates that the best known person in the school is not the best loved teacher, the custodian or the principal, but the **school secretary**. Good schools have clearly defined plans for office personnel staff training as it relates to parent registration and orientation. They include the following . . .

1. Scheduled meetings with office personnel to review the importance of their roles.
2. Friendly welcome and brief tour of the school. These could be scheduled once a week for all new parents who had enrolled during that week.

SECRETARY/CLERKS COORDINATION FUNCTIONS

1 – Primary Responsibility
2 – Secondary Responsibility
3 – Shared Responsibility

	KEY PERSONNEL			
Instructional Aide Typing				
Instructional Aides/Sub. Time Cards				
Parent Education Typing				
SIP Agenda/Minutes/Notices/Etc.				
School Goals & Objectives				
School Site Council Agenda/Minutes				
SIP Budget				
Staff Development				
Volunteer Aides				
Teacher Observations/Conferences				
Teacher Evaluations				
Classified Evaluation				
Mutual Goal Setting				
Intern/Student Teachers				
Interviewing Scheduling				
Hiring New Employees (Classified)				
Change of Status Reports				
Staff Files				
CTBS Testing/Proficiency				
Management System				
Needy Kids				
Student Council Agenda				
Student Council Funds				
Parent/Teacher Conference Materials				
Student Activities/Noon Time Sports				
Holiday & Spring Music/PE Programs				
Psychological Reports				
Bilingual Translation				
First Aide				

SECRETARY/CLERKS COORDINATION FUNCTIONS

1 – Primary Responsibility
2 – Secondary Responsibility
3 – Shared Responsibility

Orange County Audio Visual Films				
Public Information				
School Pictures				
Disaster/Emergencies/Handbook				
Information Line				
Awards & Assemblies				
Cum. Folders				
PTA Liaison				
Text Book/Inventory/Order				
Staffing Committee/Agenda – Minutes				
Family List				
Release Time Schedule				
Correspondence/Memos				
Weekly Bulletin				
Monthly Calendars				
SAT Agenda/Minutes				
Staff Meetings Agenda/Minutes				
Instructional Leadership Council Agenda/Minutes				
Monthly Newsletters				
School Discipline				
Fire & Safety Inspections/Drills/Report				
New Parent Tours				
School Calendar				
Schedules				
Use of Facilities				
Noon Duty Aides				
Machines				
Brown Bag Luncheons Scheduling				
Work Orders				
Purchase Orders				
Supplies – Warehouse				
Print Shop				
Coffee List – Principal				
Roldex Card File – Principal				

3. Presentation of school handbook and registration materials.
4. Introduction to and/or welcome conference with the principal.
5. Orientation to the school by the school principal or designees. Special bulletin boards, tours, or slide presentations should be created to facilitate this function.
6. Brochures and orientation to school's **total school discipline** plan.
7. Brochures and orientation towards the **curriculum overview** and **basics program**.
8. A review of **student information** sheet filled out by parents.
9. A summary of major responsibilities to be performed by the office staff. (See pages 18 and 19.)

CURRICULUM AND INSTRUCTION

"The Means versus the Ends is the major debate of education."

Good schools know that curriculum and instruction (**what** is taught and **how** it is taught) are the most significant attributes of their effectiveness. Deciding on a viable curriculum means people within the organization come together to decide what knowledge about shared values, shared beliefs, and shared attitudes should be taught to the young.

1. Personnel in good schools know that the very text choosen implies a body of knowledge as well as a methodology.
2. Curriculum selection should be decided upon in a very systematic and deliberate way. (See **Decision Review Process**, page 52.)
3. Curriculum should be choosen for its utility.
4. The emergent, as well as the longitudinal, needs of the children should be considered.
5. Curriculum needs to include a progressional hierarchy of learning.
6. Curriculum should be selected on the basis of its utilization of learning theory.
7. Curriculum summaries need to consider the full range of offerings as it relates to the assessed needs of parents, staff, students, and administration. (See Community Questionnaire, pages 23-28.)
8. Curriculum overview should be reduced to a minimum number of pages, preferably one. (See Curriculum Overview, page 21.)
9. Curriculum programs need to clearly project the emphasis placed on the Basic Skills. (See Parent Brochures, pages 29-31.)

Curriculum

CURRICULUM CHOICES

"Selecting instructional materials gives a literal and tangible form to the curriculum decisions made or unmade."

Good schools carefully select curriculum materials because they know that any curriculum decision left unmade will be made by the materials which are chosen. Good schools choose a curriculum that not only delivers on the basic skills, but also consider a curriculum that develops an effectively functioning and well educated person. They consider the future, as well as the present, in the selection of course content. Effective schools consider relevance to be a major variable in curriculum decisions.

In **Mathematics . . .**

students learn that people can think with sequential logic.

In **Language . . .**

students learn to communicate with people and to develop creative thought.

CURRICULAR OVERVIEW

DISCIPLINES	WEEKLY INSTRUCTIONAL TIMES	INSTRUCTIONAL SKILL AREAS	SCHOOL GOAL	SUPPORT SERVICES AVAILABLE
Language Arts Reading English Spelling	600 min (primary) 600 min (upper)	Comprehension, Phonics, Grammar Capitalization and Punctuation, Handwriting Manuscript Cursive, Drama, Vocabulary Development Listening, Sharing, Morphology, Creative Writing, Fiction, Non fiction, Poetry, Composition, characterization, Research, Auditory and Visual Discrimination, Dictionary, Encyclopedia Research Oral Reporting	2.0 Basic Skills 2.0 Basic Skills	Ed. Assessment Media Center Typing Program R.E.A.D. Program P.E.P. Program Wisconsin Reading Assessment (PTA) Great Books Teacher Aides Language Arts Continuum Handwriting Clinic Speech and Hearing Parent Aides
Mathematics	250 min (primary) 300 min (upper)	Definition of Symbols Arithmetic (numbers and operations) Relations and Functions Measurements Geometry Probability and Statistics, Logical Thinking Problem Solving Application	2.0 Basic Skills 2.0 Basic Skills	Media Center Pentagram Math Teacher Aides Cookmobile Mathematics Cont (PTA) Parent Aide
Physical Ed	200 min every two weeks	P.E. Skills, Movement Exploration, Team Sports, Good Sportsmanship, Psychomotor Skills	4.0 Alternative Curr. Offer	Noontime Sports League Release Time
Social Sciences 1. Home 2. Community 3. County State 4. U.S. and Continents 5. World	120 min (primary) 275 min (upper)	Knowledge Comprehension Relating Creative Thinking Value Judgment Choosing Interviewing Collecting Data Mapping Outlining Discussing Civic Involvement Interpersonal Relations Group Interactions	3.0 Positive Understanding of Self and Others	Guest Speakers Media Center Excursions Student Government Consultants Social Science Continuum Release Time (PTA) South Coast Rep. General Health Grooming Health Continuum
Science and Health Ecological Biological Physical		Identifying and Controlling Variables Observing, Classifying, Measuring Collecting and Organizing Data, Predicting and Inferring, Making and Testing Hypothesis	2.0	Release Time SCIS Classroom Units
Art	75 min.	Visual and Tactile Perception Creative Art Expression Art Heritage Aesthetic Judgment	4.0 Alternative Curriculum Offerings	Leather Unit Potter's Wheel Rug Crafter Weekly Art Lesson
Music	Inst. 70 min. Orchestra 45 min weekly Vocal minimum 30 per week Chorus 70 min. per week	Classroom Instruction Vocal and Choral Instrumental	4.0 Alternative Curriculum Offering	Honor Band Honor Orchestra Honor Chorus
Self Concept (Attitudes)	Related to all Disciplines	Group Discussions Producing Problem Solving Role Playing Managements, Behavioral Relating to Self and Others Creating Valuing Sharing	3.0 & 4.0 Human Development Positive Understanding of Self and Others	General Music Excursions (PTA) Media Center Kite Day (PTA) All Curricular Outstanding Recognition (PTA) I Am Important (PTA) Catch em Being Good (PTA)

In the **Performing Arts . . .**

students learn about our capacity for artistic achievement.

In **Home Economics** and **Industrial Arts . . .**

students learn means by which they can fulfill their survivial needs.

In **Social Science . . .**

students learn about roots, relationships, rights and responsibilities.

In **Science . . .**

students learn process skills needed to solve present and future problems.

Effective schools have established clear directions for program emphasis. They solicit input through surveys and questionnaires. They know that if the community can come to a consensus regarding their top priorities, then they can assure a quality program. An example of a questionnaire that can be distributed to the community is included on the next page. The differential number scale gives a clear picture of community perceptions. It is also important to provide the staff with a curriculum review on the Progress of Curriculum Implementation (see below).

CURRICULUM REVIEW

Where are we?

The staff has worked diligently over the past several years to develop a comprehensive curriculum program K-6. With district support and teacher participation we have successfully developed and implemented a curriculum framework, and have developed the following agreements as they relate to curriculum:

- Identified the qualities of an educated person. 1980
- Emphasized a sound basics program based on community needs assessment. (Basics brochure.) 1980
- Adopted continuous reading program K-6. K-Lippencott, 1-6 Macmillan. Management System in language arts for recording each child's progress. 1978
- Adopted continuous Math program K-6. K math-Their Way, 1-6 Health. Manage System in math for recording each child's progress. 1979
- Implemented K-6 Vocal music program training (Specialist). 1976
- Implemented instrumental music program 4-6 (Specialist). 1972
- Implemented K-6 Art Program (Specialist). 1978
- Implemented K-6 Movement Education Program (Specialist). 1978
- Implemented K-6 Health Education Program (Specialist). 1978
- Implemented K-6 READ/Boosters (Specialist) Supplemental reading program. 1976
- Developed an ongoing K-6 Behavior Training Program. 1975
- Developed a Social Science Framework K-6. 1976
  a. District developed activity – Share Fair K-1-2-3-4-6. 1979-80
  b. U.S. History Workshop. 1979
- Implemented K-3 Science program – SCIS – 1979-80
- Commitment from large number of teaching staff to develop a comprehensive Spelling Program. 1979-80

COMMUNITY QUESTIONNAIRE

Dear Parents:

We need your help!

The Staff and I are planning next year's program. We need your help in completing the attached questionnaire. Our goal at _____ is to continue to evaluate and refine all programs so that we can offer the best possible experiences to our children.

Please circle the number which best reflects your perceptions of our offerings in each area. Let me thank you in advance for taking time to help us get a clear picture of what you feel _____ program should emphasize.

Please feel free to write additional comments on the back of the questionnaire.

Principal

SCHOOL/COMMUNITY SURVEY

Please circle the grade level of children attending

K 1 2 3 4 5 6

Please circle appropriate response for each question. (i.e. range: 12 11 10) HIGH LOW)

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor

READING. I think my child's reading instruction is

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor No Opinion

Comment _____

_____

SPELLING. I think my child's spelling instruction is

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor No Opinion

Comment _____

_____

WRITTEN LANGUAGE (Grammar and Composition). I think my child's written language instruction is

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor No Opinion

Comment _____

_____

ORAL LANGUAGE (Speaking and Listening Skills). I think my child's oral language instruction is

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor No Opinion

Comment _____

_____

SCIENCE. I think my child's science instruction is

12 11 10 Excellent 9 8 7 Good 6 5 4 Fair 3 2 1 Poor No Opinion

Comment _____

_____

SOCIAL STUDIES/MULTICULTURAL. I think my child's social studies/multicultural instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

HEALTH. I think my child's health instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

INSTRUMENTAL MUSIC. I think my child's instrumental music instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

CHORAL MUSIC. I think my child's choral music instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

ART. I think my child's art instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

PHYSICAL EDUCATION. I think my child's physical education instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

HANDWRITING. I think my child's handwriting instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

MATHEMATICS. I think my child's mathematics instruction is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

TAG. I think my child's Talented and Gifted Program is

12 11 10	9 8 7	6 5 4	3 2 1	No Opinion
Excellent	Good	Fair	Poor	

Comment _____

_____

PRIORITY RANKING OF INSTRUCTIONAL PROGRAM

Please rank the subjects below (1 through 13) in order of importance (#1 being the most important).

_____ Art
_____ Choral Music
_____ Handwriting
_____ Health
_____ Instrumental Music
_____ Mathematics
_____ Oral Language (Speaking and Listining Skills)
_____ Physical Education
_____ Reading
_____ Science
_____ Social Studies/Multicultural
_____ Spelling
_____ Written Language (Grammar and Composition) Composition

ADDITIONAL ITEMS

1. I think the school is providing opportunities for my child to develop a positive self concept.

Yes No No Opinion

Comment _____

_____

2. I think my child usually likes school.

Yes No No Opinion

Comment _____

_____

3. I think my child's teacher and I share the same assessment of my child's abilities.

Yes No No Opinion

Comment _____

_____

4. I think I receive sufficient information regarding the school's instructional program.

Yes No No Opinion

Comment _____

_____

5. I think parent volunteers enrich the school program.

Yes No No Opinion

Comment _____

_____

6. I think school personnel adequately handle school discipline problems.

Yes No No Opinion

Comment _____

_____

7. The administrative staff takes appropriate action when a problem is discussed with them.

Yes No No Opinion

Comment _____

_____

8. Do you read our school newsletters?

Yes No No Opinion

Comment _____

_____

9. My child's teacher is available for conferences.

Yes No No Opinion

Comment _____

_____

10. Our report card system gives me an adequate picture of my child's educational progress.

Yes No No Opinion

Comment _____

_____

11. The school sets appropriate standards for behavior.

Yes No No Opinion

Comment _____

_____

12. I think parent education meetings are of value.

Yes No No Opinion

Comment _____

_____

Are you familiar with the function of our School Site Council?

Yes No No Opinion

Comment _____

_____

I think paid aides are an asset to the instructional program.

Yes No No Opinion

Comment _____

_____

Good schools identify and deliver on the basics!
This is an actual Brochure used during Parent Orientation.

basics

1 HAS EL CAMINO REAL IDENTIFIED THE LONG RANGE GOALS OF TEACHING BASICS?

WE BELIEVE. . .

. . . that basic skills are essential for a sound education.

. . . that basic skills are to a sound curriculum as the foundation is to a sound structure.

. . . that children need to demonstrate mastery in the basic skills of:
- Reading/English
- Writing
- Mathematics
- Spelling
- Responsibility/Self-Discipline

. . . that children need to be taught wisdom and discernment in use of knowledge.

. . . that cognitive development occurs in a systematic progression.

. . . that learning occurs from concrete to abstract.

It is to our collective advantage to have educated people!

AN EDUCATED PERSON. . .

. . . demonstrates positive relating skills.

. . . is one who evaluates self.

. . . acquires knowledge and realizes its power.

. . . takes responsibility for his/her own actions.

. . . makes decisions through rational steps to problem solving.

. . . has a sense of moral and ethical convictions.

. . . possesses discernment in the use of knowledge.

. . . looks for and accepts the humor in self and situations.

. . . acquires skills to perform life's tasks.

. . . has beliefs and convictions.

. . . demonstrates active citizenship.

2 HOW MUCH OF THE INSTRUCTIONAL DAY IS SPENT ON BASICS?

OUR PRACTICE INCLUDES. . .

Two-thirds of the instructional week is devoted toward the teaching of basic skills in. . .

LANGUAGE ARTS Reading English Spelling Writing	600 minutes weekly
MATHEMATICS	300 minutes weekly

3 HOW ARE STUDENTS WHO ACHIEVE HIGH ACADEMIC SUCCESS RECOGNIZED?

We recognize students'

*Written Language and Good Handwriting
by presenting Noteworthy Handwriting Certificates.

*Who Improved the Most
by presenting students with a monthly G.I.T. Award (Got It Together).

*Achievement
by giving high grades on progress reports.

*Goal Setting and Attainment
by presentation of Principal's Pins.

*Responsibility
by holding Outstanding Recognition Assemblies for good citizenship and presenting ribbons to good citizens.

*Academic Attainment
by presenting the Principal's List to high academic achievers.

FROM THE SUPERINTENDENT

Development of proficiency in the basic academic skill areas has been a primary objective of the Irvine Unified School District since its inception.

I applaud this effort of El Camino Real School to make its programs and purposes clear to the parents who have students enrolled!

Stan Corey
Superintendent
Irvine Unified School District

4 HOW DO PARENTS FEEL ABOUT BASICS AT EL CAMINO REAL SCHOOL?

- Our son has attended El Camino Real since kindergarten and is now in the sixth grade. El Camino Real has stressed the Basic Skills at each grade, taught singly and incorporated into other areas of learning. El Camino Real has the additional benefit of short vacations dispersed throughout the year to encourage learning retention.

- The staff of El Camino Real has demonstrated to us their commitment to teaching basic skills by developing an educational environment that takes advantage of the unique capabilities and individual interests of each student. The team teaching, group lessons, individual contracts, supplemental reading and math programs, and creative special projects available in the open classroom concept at El Camino Real have provided our son with a strong knowledge of the basic skills.

- Instruction in the basics is the core of the curriculum at El Camino. Each student is thoroughly and rigorously trained in basic skills, while being carefully monitored to insure mastery and proficiency in all skill areas. The strong foundation in reading, spelling, written expression, and mathematics enables our students to reach their optimum level of academic achievement.

- My two boys spend all morning working in the areas of reading, writing, spelling and math. They work in small groups, where progress is observed and evaluated on a daily basis.

5 WHAT OTHER AREAS OF THE CURRICULUM ARE TAUGHT DURING THE WEEK?

One-third of the instructional week is devoted toward teaching of skills in. . .

. . . Physical Education
. . . Social Studies
. . . Science
. . . Art
. . . Music

We have identified major skills in each of these areas – our curriculum overview lists skills for each discipline.

A TEACHER'S VIEW OF BASIC EDUCATION

Basics is more than four walls in a classroom and desks in a row. It is more than a teacher always standing up front directing students every step of the way, imposing strict discipline.

True Basics refers to the quantity and quality of time spent in teaching toward Competency in the "Three R's."

At El Camino our efforts are aimed chiefly at those basic skills. With the help of the Irvine Management Systems in Language Arts and Mathematics which outline every skill needing mastery from first through sixth grade, we are assured of aiming our instruction at each child's needs. These detailed task analyses in each academic area require that each skill be retaught until mastery is achieved. Only then can each student move on to new skills at higher levels of complexity.

Along with strong emphasis on basic skills, we constantly seek to motivate each student, to make school meaningful and to build the self-confidence necessary for students to develop the best that is within themselves.

This is Basic Education.

Walt Turner

6 WHAT'S THE DIFFERENCE THAT MAKES A DIFFERENCE?

Basics can be taught and mastered in many different environments – open space, modular space, self-contained.

The quality of teaching is the most important variable in learning basic skills.

POSITIVE PERSONNEL PRACTICES

"Schooling is a series of responsibilities built into the context of relationships."

Good schools value **relationships** – relationships to self, others and the organization – in that order. The personnel practices that center on developing positive relationships enable more energy to be directed toward children. Good schools have personnel policies that . . .

- includes a personnel policy and regulation handbook for each employee.
- emphasize simplicity. They believe that any deviation from simplicity be totally justified.
- gives employees immediate access to policy and guidelines.
- includes an understanding of priviledged communication.
- includes criteria for selection of personnel. Criteria needs to be available to staffing committee. (See Qualities of Effective Teachers, page 40.)
- encourages two way communication.
- includes an evaluation procedure that focuses on feedback.
- includes due process for all personnel.
- emphasizes contract agreements based on **our** contract.
- considers three year staff development programs.
- includes a commitment to a variety of communication tools including:
  a. blackboard in lounge
  b. bulletin boards
  c. weekly bulletin to staff and students
  e. monthly bulletins to parents
  f. loose-leaf notebook for daily communication
  g. Parent Briefs
  h. monthly calendars
  i. attitude and motto posters
  j. orchids board for recognizing organizational achievements
- create a humane school where people not only work, but also learn and have fun.

Good schools include a staff handbook that is updated annually. It includes all of the schools personnel policies. A few **examples** include the following:

a. **Custodial Service**

The custodian is on a rather rigid schedule, so please send all requests that will take longer than a few minutes for custodial service to the principal's office. We will work your request into his schedule. However, if an emergency arises, he will be more than willing to give you immediate assistance.

b. **Secretarial Services**

The office staff is here to provide necessary support services in meeting school and district guidelines. Regulations are often developed at State, County, and District levels. It's therefore important that forms are in compliance regarding attendance, leaves, time cards, budgets, report of absences. Most forms are available in a bamboo colored file in the staff work area. Whenever possible when asking for assistance from the office staff, a note will help and be appreciated.

c. **Staff Meetings**

Staff meetings are held at a scheduled date monthly and as needed. Date is listed in the weekly bulletin and on master calendar. Items should pertain to a majority of staff whenever possible. You may list agenda items and your name on the schedule outside of the principal's office.

d. **Mail Box**

Check your mail box **THREE TIMES DAILY** - when you arrive, lunch time and before you leave the building. Many times there are notices of importance for you, or to be distributed. Important phone messages are placed in boxes folded so that they will be visible.

e. **Announcements and Communications**

Several methods of communication will be used.

1. The daily bulletin notebook in the lounge will be used for short announcements. Check for any new bulletin each time you are in the lounge.

Make certain that announcements for pupils are passed on to them and explained to them as necessary, especially Teacher, Principal, SAF & PTA bulletins. PLEASE NOTE DATE OF ACTIVITY - A LATE NOTICE REALLY UPSETS PARENTS.

2. Communications will be placed in your mail box.

3. A weekly bulletin will attempt to cover announcements for the week. Be sure to make announcements to pupils as stated. There is a special section on announcements to students. **Include these in this handbook.**

4. Special announcements will be made over the intercom as needed.

5. Individual calls will be made on the area phones as necessary.

6. Student runners will occasionally deliver messages that need your responses.

7. A monthly master calendar is printed to view the entire month's activities.

8. A telephone is made available in the workroom. This was placed there at teacher request to call parents.

f. **Human Relations**

Our school policy considers each classroom teacher to be the best source of information regarding the program. Each teacher's reputation is built upon his or her total involvement and commitment to his/her program. Some helpful hints in maintaining a high degree of organizational ethics are as follows:

- Only speak for what's happening to you and your children in terms of their education.
- Avoid lending an ear to criticism that is outside your area of responsibility.
- Accept criticism only if it is constructive, is given with a degree of rationality, has some degree of reason, and is given with compassion.
- The strength of our school is built upon the diversity of our staff. Accept the fact that others can be equally successful even though they don't do it your way!
- Ask for solutions in dealing with those whose emphasis is fault finding, and remember to consider the "law of return." Sow good and complimentary things about others, and expect good and complimentary things to return.

Personal problems need to be resolved. The place to resolve them is with the party that has offended you. If this does not help, then involve a third party to help both parties. Remember, most problems **can** be solved.

See Principles of Effective Relationships, page 34.

Relating to people in a positive way.

Relationships

10 PRINCIPLES OF EFFECTIVE RELATIONSHIPS:

1. Effective relationships are built on the principle of unconditional love. I love you for who you are not what you've done.

2. People that have positive relationships with others are happy.

3. Healthy relationships include a balance between satisfaction and expectation.

4. It's important to value your special uniqueness. There's no one else like you.

5. Successful relationships are built on contingencies. Doing things for each other.

6. People seek a comfortable level in life -- allow people privacy -- space and distance to grow.

7. Meaningful relationships include a high level of trust and importance in others.

8. Positive relationships are built on the principles of active listening.

9. Effective relationships include on going-two way communication. Develop a philosophy of "let's keep talking."

10. Life long relationships are built on empathy and treasuring another's feelings

How do you Achieve Excellence

FIRST THINGS FIRST
. . . AS A NEW PRINCIPAL . . .

If your goal is to create an effective school, it is critical that you start with the most important things.

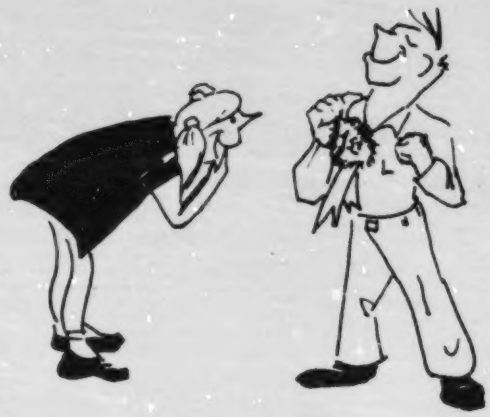
1. Know the expectations of your superintendent as they relate to your school.
2. Get to know all the staff as people through individual conferences during the first weeks you are in the school. Ask questions
   . . . about how they perceive their school
   . . . about how you can help them
   . . . about school needs
3. Acclimate yourself to district personnel and resources.
4. Review teacher policy and parent handbooks.
5. Examine the educational plan including general and support programs.
6. Meet with department heads to review perceived achievements and weaknesses.
7. Meet with the identified teacher-leaders, and review their perceptions of the school.
8. Meet with community leaders to hear about their perceptions and expectations of the school.
9. Consult with the former principal regarding staff assignments, staff/principal agreements, and school needs.
10. Ask the students what they like and what they don't like about their school. Students can help in gathering the data.
11. Ask the custodian to walk you around the school and ask him what's working well and what's not working.
12. Meet with the secretary/clerks to review successful office practices and their perceptions of needs.
13. Keep comprehensive notes on all perceptions. This is important because it gives you some baseline data regarding the overall school climate.

ACHIEVING EXCELLENCE

"You cannot achieve excellence if you do not perceive excellence."

Good schools realize that procedures determine outcomes.

We are all ancestors and descendents of a kind. We've been left something from those who have preceded us, and we will leave something as a result of our practices. Good schools examine the procedures that are used because they know that procedures affect people in positive or negative ways. If schools



are going to achieve excellence, they must first identify what excellence is and also, they must examine the procedures used as they relate to the outcome. **Just as butter churns belong in museums, likewise many educational practices need to be placed on the shelf because they do little to contribute to our desired outcome.** While past practices have proven effective, new procedures may prove even more effective. Personnel in good schools recognize that we have some of the most highly trained personnel our profession has ever known. While at the same time, we are confronted with some of the biggest challenges ever encountered. Excellence can only be achieved if procedures are carefully choosen and examined as to how they relate to the actual outcome.

It is apparent that of all the practices good schools engage in, evaluation is the most difficult. The most sophisticated instruments are still rather primitive when you compare them with the skills of human introspection and non-reactive data. Tests only measure what we already know. Tests simply

take that which is implicit and makes it explicit. Knowing this, good schools include a variety of indicators of success which lead to excellence. They include the following:

1. What students do outside of the school's influence.
2. Samples of children's work.
3. Unobstrusive data obtained from "Kid Watching."
4. Asking parents what their children learn in school.
5. Criterion referenced items.
6. Children's talents and skills are valued as well as their attainment of knowledge.
7. Children's use of wisdom and discernment in problem solving.

STANDARDS OF MEASUREMENT

"Organizations need to make that which is implicit, explicit."

Evaluation is a necessary process to know the results of personal endeavors. Some of the best forms of measurement are not the more common standardized inventories. Standardized scores correlate with nothing but standardized test scores. Some of the best indicators of success are first hand observations. Unobtrusive, nonreactive data is information obtained without the evaluatee knowing you are observing them.

We could do a great job of measuring all the wrong things. We must define what it is we want to measure and use the best processes available. Formal and informal inventories can provide us with the information we need to make future decisions.

STUDENT PERFORMANCE REPORTS

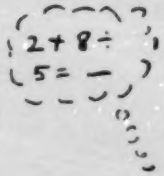
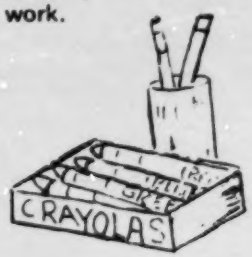
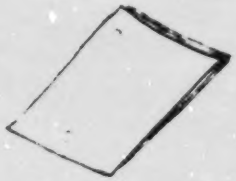
"Project and encourage a 'Learning is Lasting' philosophy."

Good schools continually send information to parents about student successes. In some schools, weekly appraisal reports are sent home with the children to keep parents informed. A number of effective schools use interim reports which include both complimentary notes and unsatisfactory notes. Personnel in effective schools know that parents want to be informed. It is when they are not informed that the schools have problems. Since there are many indicators of success, schools need to identify more than just standardized criteria reference measures. **Student Performance Reports are more than just report cards.** They should include the following:

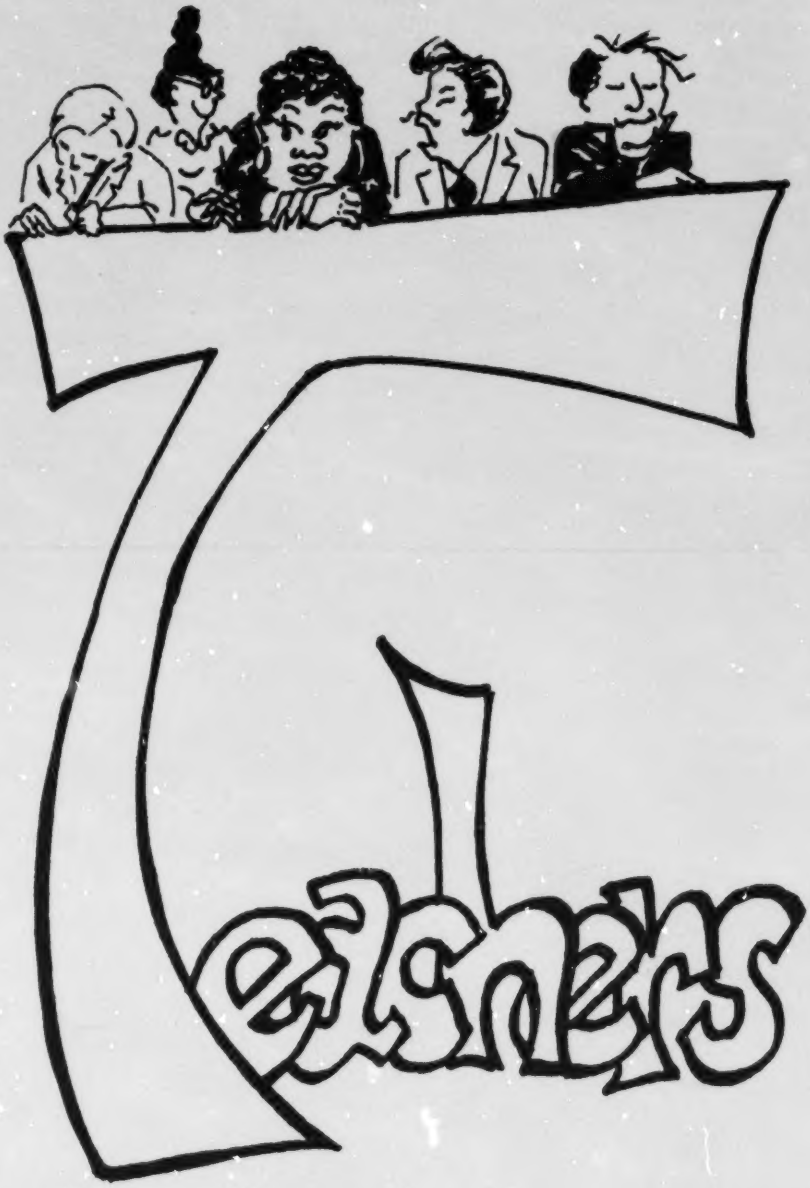
1. Student's successes printed in principal's newsletters.
2. Asking parents how their children are learning. These ways should be summarized and sent in a special parent bulletin.
3. Gathering information from parents who have high achieving children and sharing the insights with other parents.
4. Samples of students work.
5. Observing the student's behavior in and out of the classroom.
6. Building a school bulletin board for announcing the "Citizen of the Month."
7. Special bulletins on graduation performance in higher institutions and life.
8. Include self-evaluation reports (see example on page 37).

SELF-APPRAISAL OF _____

Date _____

I am active in the classroom activities. __Usually __Sometimes __Seldom	I work and play well with others. __Usually __Sometimes __Seldom	I think for myself and solve my own problems.  __Usually __Sometimes __Seldom	My work is finished on time. __Usually __Sometimes __Seldom
I clean up when I finish my work.  __Usually __Sometimes __Seldom	I listen and follow directions. __Usually __Sometimes __Seldom	My work is done carefully.  __Usually __Sometimes __Seldom	I am able to control myself. __Usually __Sometimes __Seldom
The things I do best are . . .	I am courteous to others by working quietly and speaking softly. __Usually __Sometimes __Seldom	I respect the property of others. __Usually __Sometimes __Seldom	I understand and obey playground rules. __Usually __Sometimes __Seldom

I could improve by . . .


Teachers

PARADOXICAL COMMANDMENTS OF TEACHING

I. Kids are illogical, unreasonable, and self-centered. Develop a trusting, caring relationship anyway.

II. If you develop an unconditional philosophy in loving your children, you may be accused of selfish motives. Love without hooks anyway.

III. If you are successful in your teaching, you may generate jealousy and envy from some people. Succeed anyway.

IV. The Little Things you do for your children will be forgotten tomorrow. Do the Little Things anyway.

V. Having Beliefs and Convictions make you old-fashioned. Have Beliefs and Convictions anyway.

VI. People center on negatives and few positives. Develop a positive mental attitude anyway.

VII. Prophets of Gloom and Doom are eager to let you know there is no hope. Have hope anyway.

VIII. The energies you expend in being successful can be destroyed overnight. Be energetic anyway.

IX. Your children really need Directed Guidance, but may reject you. Give guidance anyway.

X. Give your children the best you have and you will experience mixed gratitude. Give them the best you have anyway.

Gene Bedley

QUALITIES OF EFFECTIVE TEACHERS

Teacher effectiveness is the most important variable in good schools. Good teachers are **first** effectively functioning human beings. **Second**, they are positive models for young people.

Effective Teachers . . .

- know that who they are determines the effectiveness of what they do.
- have ample introspection which creates a self regulating spirit.
- are skillful at classroom management.
- are creative in the procurement and utilization of resources.
- influence change in behavior through positive forces rather than negative ones.
- provide appealing and challenging activities that motivate students.
- are enthusiastic.
- have a good self concept and sense of humor.
- have a positive mental attitude.
- know who they are.
- teach with all their being, senses and spirit.
- teach who they are. If you are patient, you teach patience. If you are empathetic, you teach empathy. If you are loving, you teach love.
- work at being the very best teacher that they can be.
- are dedicated to the education of all children.
- respect the uniqueness of each child.
- provide encouragement and counseling to parents and to children.
- provide specific information about their programs.

Philosophy of Teaching

Since teacher effectiveness is so critical, the philosophy underlying a teacher's effectiveness is critical. **Mona Moon**, California Teacher of the Year runner up, describes her philosophy in the following way.

"My philosophy of teaching centers on several quotations which have become increasingly meaningful to me during the last twenty years. The most important one is, 'Nothing ever was or is – but is in a state of becoming.' One of the exciting aspects of education is being involved in the **becoming** process of individuals. When students enter my classroom they see on the board, 'In this class you are in competition with one person only, the person you can **become**.' I do not label my students as 'lazy', 'smart', 'under achiever', etc. or listen to other people's opinions of them. I give everyone in my classes an opportunity to become all that he or she can be – and I try to help the process. I am involved with unlocking potential, which is the most meaningful process of life. I am concerned about the direction in which my students are heading, not just in how far they've come along the way. I also want to be involved in the becoming process myself. I want to have a 'growing edge' that is open for new ideas, relationships, and skills. Teaching provides opportunities to learn and grow constantly, with new beginnings.

The second quotation which has influenced me is, 'A good teacher doesn't really teach anything – but creates the conditions under which vast amounts of learning take place.' People learn what and when they want to learn. Learning cannot be forced. The job of the teacher is to stimulate an interest in learning. I believe kids want to learn. I believe in the ability of students to be creative and responsible. I believe in learning by doing. The key to good teaching is to make it possible for a student to **do** things while he or she is in school; to engage in a 'real experience' so that he or she discovers needs while there is time, material, and personnel available to help fulfill those needs. By providing immediate and direct experience a student is given an opportunity to discover for himself what he needs to know. Teaching is a relationship in which students and teacher are working for a common goal – experimenting, analyzing, correcting mistakes, **learning**.

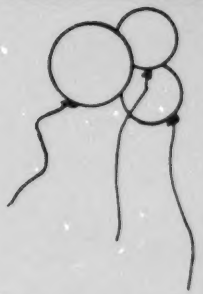
The third quotation is, 'Once we understand what it is that makes us do what we do, we become free to either continue doing it or stop.' I feel self-evaluation is an extremely important part of the educational process because it gives insight into the 'whys' of our own behavior, and it is this kind of feedback which provides some of our most valuable learning experiences. For this reason I do not feel that it is wrong to make mistakes, if we learn from them. I would rather be a risk taker than some one who was afraid to take any action due to fear, and I encourage this frame of reference for my students also because it provides positive motivation for learning. What you think you can do – or can't do – is probably right.

To summarize, I feel that teaching is really synonymous with unlocking potential. That involves three areas:

1. Natural ability (Talent)
2. Training (Skills)
3. Inner Desire (Motivation)

Effective teaching is that which is directed to all three of those areas. It involves recognizing talent, providing training for skill development, and motivating individuals. This kind of teaching is what makes school exciting!"

HAPPY BIRTHDAY



TO

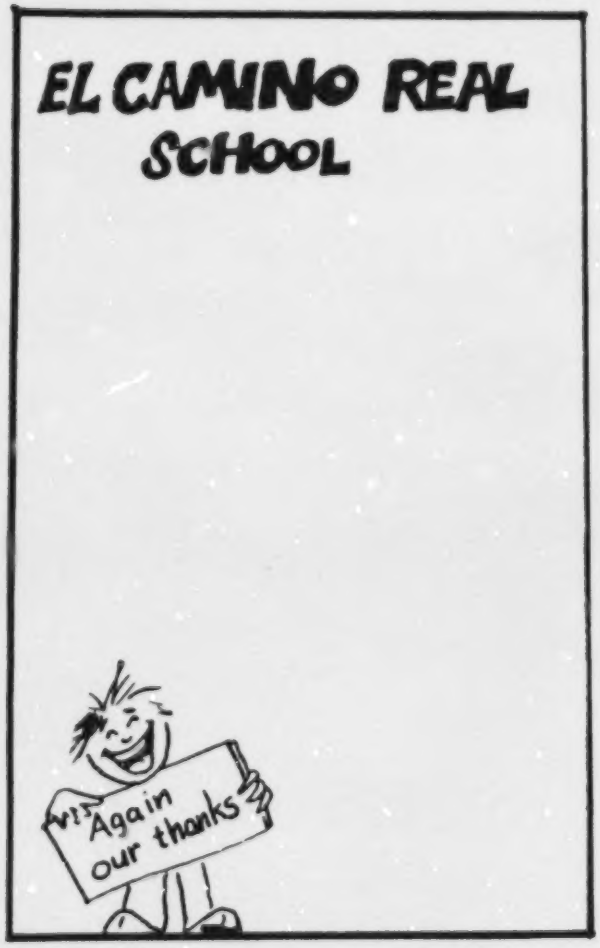
STROKES AND POKES

RECOGNIZING PEOPLE

"People make the difference."

Good schools recognize people in many ways. Two important ways are calling staff members by their name, and also by celebrating their birthdays. You will usually observe good schools celebrating birthdays in some way. The following are some examples:

1. An 8½" by 11" "Happy Birthday Card" is given to each employee on his/her birthday. (See "Happy Birthday," page 41.) A "stroke or poke" is included by staff members.
2. A bulletin board or master calendar where all the birthdays and/or names appear.
3. One school even mailed a birthday card to each staff member. They were purchased at the beginning of the year by the PTA. A high school organized a similar program for all their students. The entire program was funded and implemented by parent volunteers.
4. Special thank you notes can also be used to let the staff know that you value their good work. (See Thank You Note below.)



ORCHIDS & ONIONS

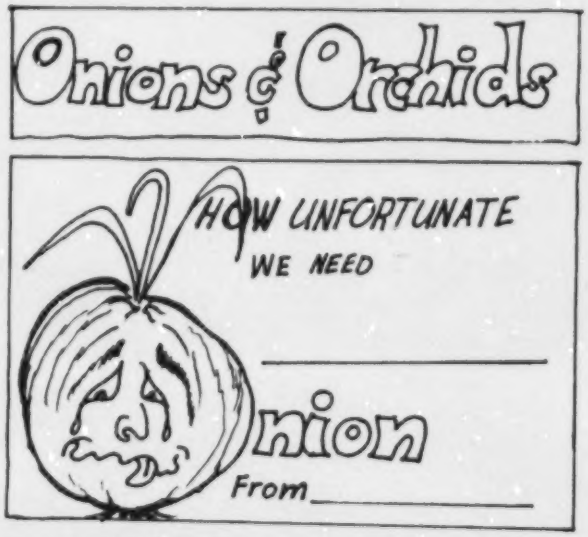
Orchids and onions are small appreciation cards which are designed to be given to people in the organization. Orchids are thank you cards and onions are reminder cards.

Orchid cards can be used for a number of reasons, such as to thank someone for his/her contribution to the school. If the card is posted in the staff lounge, it should only reflect what the person has done to enhance the cohesiveness of the group. They should not be used for valuing individual teaching styles. Parents, teachers, or students may use them.

Onion cards can be used as reminders to the principal for specific reasons. They should not be used by teachers to give to other teachers. They can be used to ask the staff to remind the principal . . .

1. to follow through with a forgotten request.
2. to identify a needed inservice.
3. that we are over emphasizing something, etc.

(See examples below.)



COMMUNICATION

"Generalities are refugees of a weak mind."
Socrates

Good schools realize the importance of ongoing and quality communication. **Let's keep talking is their motto**. Organizations that are effective in accomplishing common goals have clearly defined and well organized plans for communication. Communication can happen through the **printed page, telephone** or **face to face**. The best type of communication is face to face communication because you can see the unspoken language as well as hear the spoken words. In most organizations, all three forms of communication take place. In effective organizations, people have identified which issues need face to face communication and which can be communicated on paper or by telephone. Most of us will agree that the poorest form of communication is written communication, yet, it is used the most frequently. Effective leaders have found that the more face to face communication there is the better. **Good schools have intense and purposeful listeners capable of searching out problems, feelings and needs.** They are processing and collecting all information with alternative plans for school or community participation. The results are better relationships, more understanding, and clearer agreements.

Good schools use a variety of techniques to implement an "open door" policy for communication. They range from informal rap sessions to "48-hour-grams." They include "half-and-half letters" and other forms of two way communication. Personnel in good schools believe that parents have a right to ask questions. They also believe that a fact merely marks the point at which we leave but always return.

Words are but symbols of things. A person's vocabulary at any given time is an accurate measurement of his range of ideas. The power of carefully choosen words, skillfully arranged and delivered makes the difference in effective communication. Effective managers use positive words to recognize, mobilize and inspire people.

Good schools can be recognized by the very words that are dominant in their communication. For example:

1. You can assess the sophistication of a group by the questions that they ask.
2. You can choose words that solicit cooperation and teamwork. Let people know you need them and how they can help.
3. Carefully choosen words spoken in a concise and brief manner enable a leader to have quality time with people.

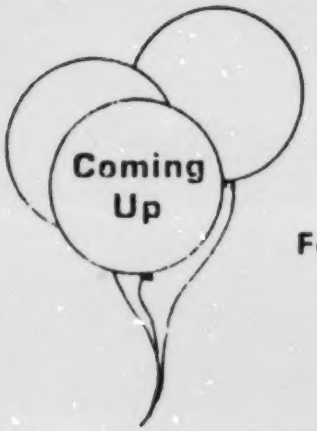
God gave us two ears to listen with and only one mouth with which to speak. Perhaps we should listen twice as much as we talk!

Now let's examine in more detail some specific techniques.

WEEKLY BULLETIN

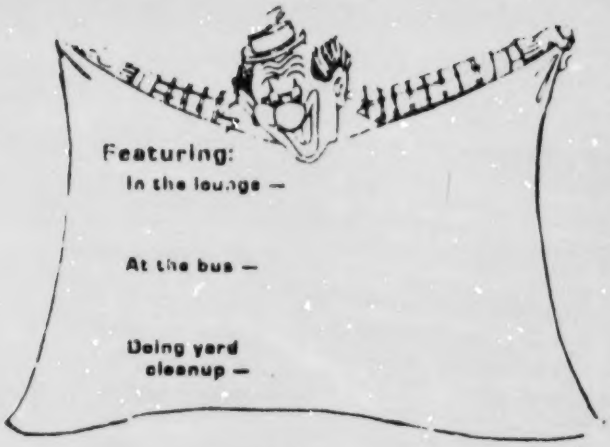
Notice of events are typed on a weekly bulletin. This helps keep each staff member informed of the week's major events. The notice serves the following purposes:

1. Provides a place for a special reminder to students each week.
2. Provides the custodian with the events that will need back-up support.
3. Reminds staff of adjunct responsibilities.
4. Features special activities for the week.
5. Provides a place to include the most recent research.



For the week of

_____



	A.M.	P.M.

48 HOUR COMMUNI-GRAM

To keep communication continuous and two-way, good schools provide a variety of techniques for written communication when face to face communication is not feasible. The "48 Hour Communi-Gram" was designed to enhance communication when a teacher and a principal can not meet personally. If the Communi-Gram is written as a proposal or need, it can be answered with a yes or no. The purpose for having a special form and color serves as a reminder to the principal to return a reply within a two day period. Quick replys enable teachers to accomplish their goals and thus meet the needs of the students.

I'll RETURN A REPLY
WITHIN 48 HOURS. Date_____

Dear _____:

Proposal or need_____

_____

_____

_____
Parent - Staff - Student

___YES___NO___LET'S TALK ABOUT IT_____

_____

_____

_____

DAILY COMMUNICATION

Because communication is one of the most important variables, good schools develop a variety of systems for talking, writing, and listening.

Loose Leaf Binder

A notebook full of blank 8½" by 11" lined pages can be one of the best tools for on-going communication. If you are going to keep talking, then systems designed for two-way communication need to be instituted. The notebook is placed in a location where teachers and staff frequently pass by. All members of the organization are encouraged to enter items in the notebook in an effort to keep staff communication open and continuous. It is helpful if someone writes "Good Morning," "Blue skies and green lights," or some sort of welcome for the new day. One page per day seems to be sufficient. The faculty considers this to be one of the most effective types of written communication. Interest will remain high as long as some intermittent humor is included. The notebook can be used for the following:

1. Good mornings
2. Happy Birthdays
3. Special events that are coming up
4. Reminders about important meetings
5. Lost and found information
6. Announcements about support services
7. Editorials
8. Materials that have arrived
9. Announcements about visitors to the school
10. Announcing engagements, weddings, pregnancies and births, etc!

The **Camino Gram**, or school telegram, provides an identifiable note from the school with the same logo as is used on the school letterhead. Only a small amount of space is allowed for written comments. Thus a very brief and specific message is sent. The first time a teacher wrote a note to a parent in thanks for volunteer service, the parent seemed very impressed with the personal note, as well as the attractive logo.

TEACHERS' NEWSLETTERS

Teachers gain tremendous support by providing on-going communication between the classroom and home by sending out monthly newsletters. The length of the newsletter should be kept to one page, front and back, with the major emphasis put on readability. The newsletters typically summarize the following:

1. Major accomplishments
2. Continuing and upcoming class activities
3. Special thank you's
4. Student recognitions
5. Teacher expectations and objectives
6. Child growth and development highlights
7. Open house and assembly announcements

The newsletters can also be used as an update to the principal. The quality of the newsletters will improve with practice. Included are some examples of teacher's newsletters from El Camino Real School. (See pages 46-48.)

IRVINE UNIFIED SCHOOL DISTRICT
EL CAMINO REAL SCHOOL
4782 Karen Ann Lane
Irvine, California 92714
551-3090

April, 1980

Dear Parents,

I hope all of you had a lovely vacation time with your children. They have come back to school ready to learn. I have seen so much growth in the students – physically, socially, and academically!

SCIENCE

With the coming of spring, we are taking this time to experience growth of seeds and plants in our classroom. We are beginning a science unit on "Seeds and Plants," which will include actual experiments, writing our observations, filmstrips, and each student growing plants from seed. This gives the students a "hands-on" experience in science. We are continuing our mealworm center, where we can watch the stages of the life cycle of a mealworm.

HEALTH

Our school nurse, Mrs. Lane, will be beginning a unit on First Aid. She comes to our class once a week for a lesson, using audio-visual materials, worksheets, and discussion. We always look forward to her lessons.

MUSIC

The students have been learning about the format and idea of opera from Mr. Hensley, whom we see once a week. He has been teaching about opera using "Hansel and Gretel" by Humperdinck. The boys and girls are also learning rhythm, note value, and how to read music.

MOVEMENT EDUCATION

All of you who came to the gymnastic program, held at Irvine High School, must have felt the thrill I did to see what our children are learning from Mrs. Vos! It was an outstanding performance. The next unit Mrs. Vos will cover, will be physical fitness testing. There will be special recognition for boys and girls who achieve high scores.

ART

During Open House, you will be able to see some of the various artwork displayed in our classroom. I think you will be pleased. In addition, our special art teacher, Mrs. Miller, will have student art displayed around the school. The students have had experience in various media in art, including clay, cut and paste, bread dough, watercolor, crayon on sandpaper, felt pens, and sponge painting.

Parent April Newsletter

READING

Our students are making super progress in reading. I see them enjoying reading for pleasure and information. Most students are consistently reading their assigned pages at home. This helps their fluency in oral reading, develops responsibility, and provides an opportunity for your child to share his/her skills with you.

AWARDS

Congratulations to our Outstanding Students of April – Yon Chung and Jacob Jones. These students were voted for by their classmates and teacher for following our class standards, which are:

1. Listen when the teacher is talking
2. Follow school rules
3. Raise your hand before talking
4. Keep hands and feet to yourself
5. Try to do your best
6. Be a good sport
7. Help other people

Ana Luz Pimentel and Kirk Barrazza were chosen by their teacher for the Super Kids Award. They have shown good work habits and effort.

Many boys and girls received Handwriting Certificates signed by Mr. Bedley.

We want to maintain our good work standards during the last quarter of school, so that we can accomplish all the things we need to do.

OPEN HOUSE

You are invited to Open House, Wednesday, April 23, at 7:00 p.m. I am looking forward to seeing all of you there!

Sincerely,

Linda Knowles

LK/db
Dist: Second Grade Cycle A Parents

El Camino Real School
IRVINE UNIFIED SCHOOL DISTRICT
4782 Karen Ann Lane
Irvine, California 92714

February 8, 1980

Dear Parents,

Here is the latest class "news":

Academic Activities

These are a few skills we have learned since returning from vacation:

1. English – How to write a business letter and address an envelope.
2. Math – How to recognize, write, add, and subtract simple fractions.
3. Reading – Continuation of basic phonics and comprehension skills
4. Health – An awareness of how our bodies fight ill health and disease.
5. Geography – How the movements of the earth cause day and night and the seasons.

Parents can help academic progress at home by:

1. Signing daily homework schedule and seeing that your child has a quiet place to study. Students also need reminders to return materials to school!
2. Encouraging your child to write letters at home for fun. He or she knows the difference between a friendly letter and a business letter and can write each. One student, Tony Bolanos, enjoys writing to various Chambers of Commerce to ask for brochures! I will be providing addresses of interesting places to write soon.
3. Helping your child master multiplication facts by seeing that flash card practice is a daily habit!
4. Discussing the "whys" of good health habits at home. Ask your child to share information he/she has been learning in health discussions at school.
5. Reviewing current news events at home together. The evening news program or daily newspaper provide many interesting topics of discussion. When discussing foreign countries, have your child name the continent the country is on. I can really tell the children who are used to talking about world politics at home! They eagerly share their knowledgeable ideas at school!

Valentine's Day Party

Next Thursday, February 14, we will have our class party at 1:30 P.M. A list of students' names accompanies this letter for those students wishing to exchange Valentine cards. Your child has offered to bring the following for the party:

_____

Field Trip

We tentatively plan to visit "The Experience Center," a "hands-on" science museum for children at Culverdale School (Culver and Main) on February 20. The museum's hours are 9:00 A.M.-4:00 P.M. Tuesdays through Friday and 12:00-5:00 P.M. Saturday and Sunday. As we will not have much time to spend there, families may like to visit on their own!

Have a happy and l–o–n–g weekend!

Susan Turner

Distribution: Mrs. Turner's parents

Meetings

CORRECT AGENDA AND EFFECTIVE MEETINGS

You can recognize a good school by the items on the agenda for faculty and committee meetings. It seems like everyone in town these days is wanting to talk with the whole faculty. The principal is the key in providing the leadership for agenda items that facilitate organizational growth and staff cohesiveness. It is important to realize from the beginning that **faculty meetings may have a limited impact on organizational and personal growth**. They can and will not be a "cure all." Listed below are some principles and ideas to consider as they relate to effective meetings.

- Is the meeting really necessary? Is there a better way to accomplish the goal?
- The agenda should have some value for all those who participate. The staff should not only generate items, but also speak to items at the meeting.
- Agenda needs to be divided by categories so that everyone knows the kind of necessary involvement, i.e.:
  - I. Decision Making/Action
  - II. Information
  - III. Committee Reports/Appointments
- Distribute the agenda before the meeting.
- The number of decision making action items needs to be limited so that adequate time can be allowed.
- Meetings should start on time and end on time.
- Careful consideration should be given to the transition from the classroom to the meeting. Transition from the classroom to a meeting is difficult for people to make. By extending the amount of the transitional time (start the meeting a half hour after school), people will respond better. Try providing food, introducing new people, or providing brief media presentations of new materials.
- Provide time for people's choice. This will give people a chance to talk about what they are doing.
- Provide group memory (minutes) to all staff members.

Meeting Ideas

1. Give teachers an opportunity to chair meetings.
2. Meet in a different teacher's room every week. At the beginning of the meeting give that teacher a few minutes to explain an idea that has proven successful.
3. Plan "One Topic" meetings that really need time, especially major curriculum decisions.
4. Have a special meeting where there is a guest speaker.
5. Ask people who agendize items to write brief paragraphs about the content of the items.
6. Have an agenda format posted each month so that the staff can add agenda items.
7. Have a faculty drawing. Those who arrive on time get their name put in a bag for the drawing.
8. Type the meeting highlights for the community and press. (See Faculty Meeting Agenda Format, page 50.)

STAFF LOUNGE

Lounges should be a place where people can relax and renew their energy for subsequent classes during the school day. It has been estimated that from 60% to 95% of all the discussions in staff lounges are associated with negative situations that transpired during the day or week. More and more teachers are avoiding the staff lounge because of the stress associated discussions that make it an unpleasant environment. In good schools, the personnel agree not to lay their school related problems on their colleagues. You'll hear laughter, open communication and see an environment where people enjoy each others company. Good schools even have **Staff Lounge Showers** where everyone brings a gift for the lounge. Gifts include wall and table decorations, birthday boards, poster, hanging baskets, etc. It's a way to cheer up the environment with a new look every year.

FACULTY MEETING AGENDA

Time	Date	Location

I. DECISION MAKING/ACTION

1–

2–

II. INFORMATION

1–

2–

3–

4–

III. PEOPLES CHOICE – STAFF OPEN FORUM

COMMITTEE REPORTS

A. CURRICULUM AND COMMUNICATION
B. BUDGET & FACILITIES
C. STAFFING
D. SCHOOL SITE COUNCIL
E. STAFF DEVELOPMENT
F. P.T.A. BOARD REPRESENTATIVES
G. SPECIAL COMMITTEE _____
H. SUPPORT STAFF
I. OTHER

Staff Lounges Include:

1. a place to display orchid cards, and encourage recognition cards from parents and teachers.
2. master calendar
3. staff development activities
4. drinking cups and coffee for staff and visitors
5. daily communication notebook and/or notes

UNITY THROUGH DIVERSITY

One of the underlying principles of good schools is that **more is gained from people's differences than from their similarities**. One of the major unifying elements of good schools is that they value the divergent teaching styles of each member of the staff. The fact that people are different contributes more toward unity than the assumption that we are all alike. In reality, the deeper and deeper you look at people, the more obvious the differences become. Good schools encourage growth in their staff, realizing that as each member grows, so the organization grows. This is not to imply that people never rise above their own personal goals to agree on the larger goals of the organization. It simply recognizes that each person is unique. Good schools recognize and respect differences. Personnel do not build themselves up at the expense of others. They know that the best person to speak about a given program is the person who is directly involved in that program.

PAPERWORK

As the increase in paperwork continues to grow, it becomes imperative for school personnel to review paper requirement policies. Good schools continually review the effects of paper requirements on their staff. It is important that the staff have as much information as is necessary to perform their tasks. Effective schools provide comprehensive information. They encourage the staff to keep and apply that which is meaningful, while round filing paper that is not applicable. Good schools do the following in this area.

1. **Paper Reviewing:** A thorough examination is made of all memos and printed material sent to the staff as to its effectiveness.
2. **Color Coding:** Color code paper sent in terms of its importance.
   Primary Importance – gold
   Secondary Importance – blue
   "Read only if you have time" – pink
3. **Due Dating:** Include a return date – "due by ____" should be put in a circle at the top of the paper.

4. **Handwriting:** Learn to handwrite responses on memos or letters. You can even make a hand stamp reading "Handwritten response for quick reply" — it really saves time!
5. **Filing:** File only what is "reuseable"! According to some studies, 95% of the items filed are never used again.
6. **Creating Alternatives:** If there is another way to get the data you need, use it. People are papered out!

WHAT MAKES AN EFFECTIVE "SUB"

Effective substitute teachers play an increasingly important role toward helping the classroom teacher realize weekly goals. A substitute teacher's success is primarily determined during the first two minutes of contact with the class.

Effective "Subs" . . .

1. Establish clear behavior limitations for the day.
2. Incorporate an assertive response style in getting a commitment to the limitations.
3. Plan to reveal a special surprise near the end of a period and/or day if class maintains appropriate behavior. For example: the "sub" announces to the class that he/she has picked out a magic chair which she has selected prior to the beginning of class. If the child sitting in that chair maintains appropriate behavior throughout the day, he/she will receive a special surprise before leaving class. Reminders during the class period will bring favorable response from the children.
4. The "sub" should present him/herself knowledgeable about the teacher's expectations for the day. The class should be told that a note will be written to the teacher about the students' behavior.
5. The "sub" should prepare a number of 20 minute activities which are highly motivational to be used when there is "down time."

DECISION MAKING/DECISION REVIEW

Decision making is the process of being able to identify and solve potential and real problems. It is the process of uncovering knowledge and solutions necessary in making a decision.

Success oriented schools are clear on the processes available and the processes used to make decisions. Decisions not only need to be made on a regular basis, but must also be reviewed. There are many types of decisions which are made in schools. They include

Decision Making

decisions on major curriculum changes to personal problems. Effective schools not only identify major decisions that affect people, but also institute a system of decision making and review.

Numerous assumptions are made in reaching important decisions in schools. Poor decisions prohibit the group from reaching organizational goals. All too often schools make decisions near the end of a meeting to expedite the conclusion of the meeting. Afterwards some people will ponder and despute exactly what the decision was, while others put a lot of energy into fighting the decision which was made.

Steps in Decision-Making

Some decisions are made outside the school and passed down, for example by school board order. But we are concerned here with decisions made inside the school. There are several ways in which such decisions can be made, varying from autocratic ways to democratic ways. The list of possibilities is as follows:

1. You make the decison and explain it to the staff.
2. You make a provisional decision and inform the staff that it will go into effect unless there are strong objections.

3. You ask for staff input first, but reserve for yourself the right to make the final decision after considering the input.
4. You empower a committee to study the question and make a binding decision.
5. You empower a committee to study the question and recommend a decision – which either you or a majority of the full staff will then approve or reject.
6. You present the options, then let the staff make the decision by majority vote.
7. You present the options, then let the staff come to a decision through discussion, leader support, and eventual consensus.

When you use one of the methods that involves your staff, it's important to **state the problem and write it down on paper or blackboard where all can refer to it continually**. Only when everyone agrees on the specifics of the problem can any meaningful solution be generated.

There are a number of ways to structure a full staff effort to reach a decision. The chart on page number 54 presents a matrix of methods which can be used to present to the staff some 15 ways to reach decisions.

Reviewing the Methods

Let's consider some of the group decision-making methods displayed in the matrix. There is a false assumption that permeates our thinking about decisions – that is if you have a simple majority by ballot casting, you have a decision. Most studies have clearly indicated that a simple majority **vote** does not contribute to significant change. Simply voting and receiving a majority vote does not mean that you have enough support so that the decision will really be implemented. Most authorities believe that about 80 percent in favor of a decision is needed to make certain that the decision has a reasonably good chance of success. In addition to this assumption, it's known that if all a group does is vote on problems, it tends to divide people into two opposite camps.

At the other end of the decision-making alternatives is the group that seeks to solve all problems through total **consensus**. Everyone in the group must totally agree before a position is stated. Both voting and consensus are processes that are used to solve problems, but neither should be used exclusively. Voting is expedient, whereas consensus is time-consuming. Both lead to a decision, and both include all participants in the decision-making. In consensus, there should be no advocacy position. That is, no one may give an explanation of why he or she thinks a certain position should be considered over another.

Advocacy is a process of hearing from every member of the group. Advocacy positions need to be timed and structured as part of the total decision-making process. I have found that three to five minutes is more than adequate for advocacy positions. Experience has revealed that most advocacy positions, when timed, run shorter than the time expected.

Brainstorming is a process of group generation of ideas. The purpose is to solicit as many responses as possible within a 10- to 15-minute period. Recorders are needed to list ideas on a blackboard as people verbalize them. One major guide for the process is no "put-downs." Laughing at someone's ideas is considered a put-down. Laughter tends to reduce the quantity and quality of the contributions. When this happens, creative and spontaneous ideas are never shared. Brainstorming creates a piggyback effect. People get ideas from others. Everyone usually participates and enjoys the process. Once ideas are generated, there are several ways a group may prioritize the ideas as a start in solving the problem. You can simply arrange the list in order of highest preference. It's important to know that you're not only looking for the best idea to start with, but you also need other back-up ideas in case the first preference appears to be unworkable.

Spend your ten helps a group weigh ideas. If you had ten dollars, how would you spend the money on the list of ideas the group generated? The solutions you feel are the best would receive the highest amount of money. Each member of the group spends the ten based on his or her own perceptions of what will work best. This can be done in the group or written on a piece of paper beside the listed items in a subsequent meeting.

One on one is a process of prioritizing each solution generated against the other solutions. For example, solution 6 may be viewed as better than solution 1, worse than solution 2, about the same as solution 3, and so on. In this way, a preferential ranking can be developed.

Onions and orchids is another process that can be used for generating ideas. The group is asked to list three ideas that they really like about a situation (orchids) and three areas that need attention (onions). This process is valuable because it causes people to look at both the positive areas and the areas that need improvement.

Force field is a decision-making process that encourages listing several solution strategies, at the same time listing forces that would work for or against the solutions. Major solutions that have significant forces against them make it clear where effort needs to be expended to solve the problem.

DECISION MATRIX

Consensus	Brainstorming	Force Field
Advocacy	Onions & Orchids	Diad / Triad
Vote	Spend your ten	1-3-6
Delphi	One on One	Trial Balloon
Chance	Spend your Dollar	Policy-Give Rationale

NEED - 80% SUPPORT FOR DECISION COMMITTMENT

- DECISION SATISFACTION SCALE
- DECISION REVIEW DATE

The Delphi technique is the process of listing major ideas on 4 x 6 cards and sorting the cards into categories and priorities. Delphi is a forced card sort. It is often used after a number of suggestions have been verbalized and the leader is looking for closure.

Chance is the process of pulling an alternative from a hat. Unless the solutions are all favorable, this technique is at the least mediocre. Although it is expedient and can expedite a meeting's closure, the results may or may not help solve the problem.

Diads/triads and **1-3-6** are processes of breaking the larger group into smaller groups for the purpose of involving everyone in more intense discussion. A diad is two people discussing the best solutions. A triad is three people discussing the best solutions. The 1-3-6 method begins with each person doing individual brainstorming – listing his or her best ideas – then getting into a group of three to pool the best ideas together, and finally into a group of six. One or two major ideas should summarize the collective thinking of the groups of three and six. People usually feel good about the smaller group participation. Those, who typically don't speak up in a larger group, like the diads or triads. Most people feel comfortable sharing their ideas in a smaller group setting.

It's Time to Make a Decision

It is not so important which of the methods outlined above that you choose. Rather, it is important that you choose one and move ahead, involving everyone in **generating ideas** to meet the problem. Remember you'll be looking for not just one answer but for several alternatives, so that if the first solution does not work you will have a contingency plan. Brainstorming, Consensus, Delphi, and Onions and Orchids are four proven techniques that get a group involved.

All solutions should be considered. A good policy to follow since most decisions end in a compromise is **"Always having your say but not always having your way!"** Have someone act as recorder, as staff members give their ideas on solution strategies. Once everyone has had an opportunity to list his or her ideas on a blackboard, it is necessary to synthesize the list. Whenever there are similarities, combine suggestions into a smaller number by inviting contributors to synthesize ideas.

Weigh solutions in terms of their perceived effectiveness in solving the problem. The Decision Matrix includes four proven procedures for selecting the best solutions in making decisions – Advocacy, Spend Your Ten, One on One, Force Field. These procedures can be used with an entire group. Using Diads and Triads enables the leader to divide a larger group into smaller groups for discussion. If you choose a weighing procedure, you could use Spend Your Ten. Each staff member then proceeds to spend the $10 by allocating the most money to his or her top choices. One staff member may wish to spend all ten dollars on one item.

Commitment to Decision

After working through countless decisions in which some are supported more than others, it becomes increasingly important to get close to 80 percent support on any given decision or you may not have a decision at all. An important variable is getting and keeping staff support. The main reason why this breaks down in the decision-making process is that it is never clearly understood **what people in the organization need to do to make the decision work**. If the principal takes five to ten minutes to discuss what each person needs to do, it can strengthen the possibility of the problem being solved. This should be written down on a **decision follow-up sheet** to help people remember. People more frequently need to be reminded than to be informed. This serves as a reminder of what was talked about and how each person is responsible for making it work.

Once you have identified the top four or five areas, it is important that the top alternative is then implemented. You can weigh the top four or five choices again if there is no clear choice for beginning. **Contingency solutions** are imperative. Just as it is important to decide on one solution to start with, it is equally important to select alternative solutions and record them for future use if the first solution does not work.

Since none of us make good decisions all of the time, we need to review the decisions we do make. The lower the percentage of people favoring a particular decision, the sooner there should be a review date. (See Decision Follow-up Sheet, page 56.) When it's time to review a decision that was made, it's important to review the alternative solutions and consider the contingency solutions as a new way of solving the problem. It's important to make an agreement with the staff about this, so that they are prepared for a new course of action if the first course fails.

It's important to know staff attitudes toward a major decision after the decision has been made. The follow-up form shown on page 56 lets you record major decisions and lets the staff reply on how they feel about decisions (see tear-off section at bottom). All major factors relating to decisions that ultimately affect people need to be considered.

DECISION FOLLOW-UP SHEET

Problem _____

_____

_____

Solution Strategies (What we talked about.)

a) _____

_____

b) _____

_____

c) _____

_____

d) _____

What we need from people.

a) _____

b) _____

c) _____

d) _____

Decision Review Date _____

How I feel about this decision. (Tear off and return.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Nine Principles Affecting Decisions

1. You never have all the information you need in making decisions.
2. A bad beginning makes a good place to end. Major decisions need time. It takes almost three times as much energy to reverse a bad decision as to take time initially to make a good decision.
3. Decisions that are made by voting divide a staff into two different camps.
4. There are numerous ways to make decisions. People should understand the processes for making decisions before decisions are made. (See Decision Matrix, page 54.)
5. Unless you have close to 80 percent agreement on a decision, it's doubtful that you have a decision.
6. We all make good decisions and bad decisions.
7. By not making a decision, you make a decision.
8. Group decision is to be valued. Typically, the more people that participate in a decision, the better the decision.
9. Ask staff through a staff survey what type of decisions they want to be involved in. (See Questionnaire, page 58.)

Finally, persuasion in making decisions is far more powerful than power. Influencing people through a sound rationale is far more effective than advocacy positions that permit the loudest and most vocal to control the decisions of a group. Either a principal or a staff member who takes a position of decision by force will find that it works against people and the organization.

Scientific truth is not always arrived at through taking a vote.

PLEASE RETURN BY
DECEMBER 17th

IRVINE UNIFIED SCHOOL DISTRICT
El Camino Real School

TO: All Staff
FROM: Gene
DATE: 12/8/76

DECISIONS! DECISIONS! DECISIONS!

What are they? Why were they made? How were they made? Are they ever reviewed?

Someone once indicated the best decision to make is not to make a decision.

Obviously schools can't function, goals can't be met, objectives attained, unless we address ourselves to issues and concerns and come up with reasonable solutions.

I need your help. Would you jot down, on the space provided, MAJOR decisions you would like to have a voice in? How would you like to be involved? I will be using this information to assist us in the decision review process.

Teacher Interest Survey

INTRODUCTION:

Please rank the items below according to your desire for active involvement.

_____Student discipline policy (definition, rules, etc.)

_____General budgeting of school funds (how money is spent)

_____Formal interaction with school patrons (PTAs, Advisory Councils, other community groups)

_____Curriculum -- (what is taught and how it is taught)

_____Student placement (what students are placed in your class)

_____Selecting and purchasing teaching materials

_____Hiring school personnel (teachers, aides, office and custodial staff, etc.)

_____Scheduling of time at school (teaching hours, student supervision, meeting times, extra curricular assignments)

_____Staff development and in-service training

_____Other _____

STAFF DEVELOPMENT

"Who we are determines the effectiveness of what we do!"

Good schools emphasize personal effectiveness. They encourage introspection by providing ongoing staff development activities. Typically, staff members are trained as staff trainers in a variety of different areas. Good schools have identified key personnel with unique strengths. There are numerous areas where schools can spend time in training. Good schools identfy priority areas beginning with human effectiveness training, i.e. face to face communication. It is important to have a comprehensive needs assessment instrument so that all major areas are included. See page 60.

Effective Staff Development Programs are designed for three years. They center on teacher effectiveness. Ample time should be given to the selection of needs, otherwise schools could make the mistake of doing all the wrong things and doing them well at that! Staff Development in good schools focuses on values and beliefs as they relate to children's learning. They focus on the philosophical rationale of why we do what we do. Personnel in good schools realize that change is inevitable and works toward willing a future of success built on principles of faith, hope, love, trust, and caring.

We Could Do All The Wrong Things Right!

CERTIFICATED STAFF DEVELOPMENT NEEDS ASSESSMENT

Name _____ Position _____ School _____ Grade _____

The following is a list of job-related skills for which staff development workshops and inservice can be made available for the 1978-79 school year. Complete this needs assessment by doing the following:

1. Recall the needs of students at your school.
2. Read the entire list of job-related skills.
3. Check (✓) the skills for which you would like to receive staff development or inservice in order to help you meet the needs of your students.
4. Look at all of your "checked" items. Prioritize these according to #1 need, #2 need, #3 need.

Check (✓)		
		KNOWLEDGE AND PLANNING IN CONTENT
	A-1	Using newly adopted textbooks
	A-2	Defining strands and major content learnings in Reading
	A-3	In Math
	A-4	In Written Language
	A-5	In Oral Language Development
	A-6	In Social Science
	A-7	In Multicultural
	A-8	In Science
	A-9	In Health
	A-10	In P.E.
	A-11	In Art
	A-12	In Music
	A-13	In a readiness curriculum
	A-14	In First Aid
		OTHER PLANNING SKILLS
	B-1	Planning for use of paraprofessionals
	B-2	Coordinating CRT, continuous, texts and materials, and daily planning
	B-3	Writing I.E.P.'s
	B-4	
		INSTRUCTIONAL SKILLS
	C-1	Implementing diagnostic/prescriptive/evaluative process
	C-2	Using task analysis for long and short term diagnosis
	C-3	Identifying critical attributes
	C-4	Teaching to a behavioral objective
	C-5	Extending thinking skills (Taxonomies)
	C-6	Promoting transfer
	C-7	Prompting retention
	C-8	Using motivation
	C-9	Using reinforcement
	C-10	Individualizing instruction through centers, contracts, small/large groups, etc.
	C-11	Promoting creativity
	C-12	Using the teaching strategy of inquiry
	C-13	Using teaching strategies in affective domain (i.e., modeling, role playing, group discussion)
	C-14	Using other teaching strategies (i.e., Bruner's Concept Attainment, Auaubel's Advanced Organization Model, Gordon's Synetics, etc.)
	C-15	Working with Limited and non-English speaking students
	C-16	Extending reinforcement of instruction into the home
	C-17	Preparing and conducting an instructional conference
	C-18	

Check (✓)		
		KNOWLEDGE AND USE OF MATERIALS SKILLS
	D-1	Selecting and locating materials for implementing instructional objectives (matching materials to learning)
	D-2	Providing for various learning modes
	D-3	Making centers and learning materials for classroom
	D-4	How to use the videotape
	D-5	
		HUMAN RELATIONS SKILLS
	E-1	Providing for classroom climate through teaching styles, value clarification, personality and self concept
	E-2	Providing equal opportunities in the classroom — looking at teacher behaviors that promote/interfere with learning
	E-3	Using conflict management techniques
	E-4	Using behavior modification
	E-5	Using assertive discipline
	E-6	Diagnosing/prescribing in the affective domain
	E-7	Understanding cultural backgrounds of students in order to assist learning
	E-8	Providing for learning disabled and handicapped children in the classroom
	E-9	Providing for gifted children in the classroom
	E-10	Communicating with parents (phone, written, conference)
	E-11	Using communication skills (class discussion, staff meetings, committees, site councils, etc.)
	E-12	
		CLASSROOM MANAGEMENT SKILLS
	F-1	Planning a management system for classroom (time, materials, personnel, environment, etc.)
	F-2	Record keeping for continuous progress
	F-3	Giving efffective and efficient directions
	F-4	Turning waiting time into learning time (sponge activities)
	F-5	Teaching for independent learning (REACH)
	F-6	Managing your time as a teacher
	F-7	

Donna Moore
Garden Grove Unified

Parents

PARENTS

Good schools have a partnership between educators and parents who work together toward the best interests of children. There are many familiar three word phrases; I love you, read the directions, this side up, dinner is served, and I got taken – to mention just a few. Three words that will guarantee a parent's support of schools are PROCEDURES DETERMINE OUTCOMES. What we sow, we also reap. Effective schools invest time and effort toward involving parents in schools.

> Schools need support now more than ever. Ten years ago, one out of every two families had children in school. Today, one out of four families has kids in schools.

The beginning of community involvement is KNOWING YOUR COMMUNITY. Like any other beginning, if it's not done with precision and care expect minimal results. Let community members help you as you begin a program of involvement.

An ongoing program of personal interface with your community develops support. One community member assisted a school by developing a **coffee file**. The file included parents' names, addresses and telephone numbers. This was a most useful tool since it showed who lived next to whom and how many families live on each street. You can talk more intelligently to a parent in planning a monthly coffee when you know where people live. Coffees can be scheduled as **90 Minute Specials**. The main goal of the administrator is to get to know the members of the community as people. The PTA can develop a notebook to assist you in keeping records of each coffee. There should be a place for parents to write their name, students' name and telephone number. Space needs to be left next to each name so that comments can be written down as parents make suggestions. A critical attribute of parent coffees is to establish the parameters for involvement. Let parents know at the beginning of each coffee that it's important to hear from **everyone** in attendance. An important part of the interaction is to build support and commitment through service to the children. The concept of service needs to be an integral part of parent discussions. (See Parent Coffees, page 96.)

There is a direct correlation between the level of service and the student outcome. Another type of parent coffee is the **Parent Tour** (See page 77). Every other Friday, parents can be personally invited to a tour of the school. The major outcome of these tours is to gain parent support of the processes and programs being implemented to support the classroom program. Tours typically last an hour and a half. Responses are overwhelmingly favorable toward parent tours. Parents who see what principals see daily will support the school. This investment of time generates outstanding support. Let parents know that they can help you and the school. Too many educators present themselves as all-sufficient

Another form of parent contact and support building is **new parent orientation**. (See page 98.) New parent orientations need to include the school rules, methods for communication and an explanation of how the parents can become a part of the school family. Building a sense of community through belonging makes people want to participate. A half hour invested when parents first contact the school brings numerous returns!

Continuing parent education once parents are a part of the school is necessary. Some administrators have not realized that we have a changing community and for that reason alone we need an ongoing program of information for parents.

Don't make "Back to School" night back to boredom! Most programs include meeting the teachers, reviewing the daily schedule, thumbing through a few text books or seeing the latest teaching machine. Teachers who turn Back to School Nights into comprehensive parent orientations, – including information on classroom philosophy, discipline procedures, homework policy, curriculum overview, classroom organization, parent communication and student evaluation – get optimum parent support.

For those who doubt the returns from Parent Involvement, perhaps they should examine existing procedures used to involve parents, since **procedures ultimately determine outcomes**. If those procedures are carefully and systematically planned, you can expect the Law of Return to reap significant benefits for the children. There are still a few administrators who believe that if you give parents too much responsibility and involvement, they will misuse their influence and become critical of the school. It is based on the principle . . .

> If you give them an inch, they think they're a ruler!

There is a cautious optimism and even a pessimistic attitude toward parent involvement in a poorly planned program. Their attitude is since you can't fire a volunteer, don't involve them. This brings us back to the importance of initial planning and placement. Our procedures must include proper placement and monitoring to make the parent successful in helping the school. Our professional practice should include the skill of working with our community as they work in our schools.

In conclusion, we must examine **how to get and keep parents involved and supportive**. There are four principles that help schools meet this goal.

1. Convey an attitude that something important is being done.
2. Convey the attitude that people's ideas will be thoughtfully weighed and considered.
3. Actively reinforce services rendered.
4. Develop an understanding of the process skills used for making decisions.

There is all kinds of evidence that when parents and educators work together, the collective energies make school a more effective functioning unit for kids!

> "Before I were wed I had six theories about bringing up children; now I have six children and no theories . . ."
>
> John Wilmot, Earl of Rochester
> (1647-1680)

PARENT TRAINING

"One good parent is worth 1,000 schoolmasters"
— Chinese Proverb

Administrators and teachers everywhere recognize the important contribution parents make toward a child's success in school. However, many in the educational profession do very little, if anything, in the identification and reinforcement of effective parenting. Actual training of parents is far removed from our thoughts. What would happen if school personnel took a more assertive role in the training of parents? Good Schools do take assertive action in designing activities to help parents. Parents can be given a conscious awareness of the impact of their parenting in a variety of ways.

Parenting is a set of IN-PROCESS SKILLS that requires one to examine their skills in light of their predictability, reliability and consistency. It is these qualities that give children the security and insight that is necessary for growth. Below are **six activities that can improve the quality of parenting in your school.**

1. Three-Minute Cassette Tapes

It wasn't too long ago that my dentist mentioned to me that I could floss my teeth when the shower water was warming up. The principle he had introduced was life style, look at people's current habits or patterns and help them develop new habits within their present activities. Why not develop a series of 3-minute cassettes on child growth and development that parents could listen to while taking a shower, combing their hair, etc. We've found the most needy parents often do not read a book on parent effectiveness, attend a workshop, etc., but they will take a few minutes to listen to a cassette.

2. Parent Book Reviews

I once had a parent read a book for me since we were building a parent library to be housed in the front office. I needed to place books there that parents could relate to as well as understand. I asked the parent if she would mind writing a review so we would make it available to other parents as an introduction to the book. You can guess what happened — the parent not only provided an excellent review but also helped herself immensely. The idea struck me that if you have identified parents that are struggling you could ask them to review books and by doing so they could help themselves.

3. Survey Parents That Have High Achieving Students

Realizing that parents are the single most important variable in a child's schooling, why not identify what successful parents do with their children before they come to school. **Parents are teachers** — they've taught their children a whole language. They model both a silent and a spoken language in front of their children daily. They've taught their children values through how they spend their time and money. I have never received so many compliments from parents for sharing these ideas through a school newsletter, "What Parents Do To Make Their Children Successful in School." We found that the more specific parents described their relationships with their children the more meaningful it was to parents who were looking for parenting alternatives. (See page 84.)

4. Parent Conferences

What could be more successful than a parent conference in which all participants felt mutual learning, responsibility and trust was apparent. A more successful parent conference is when there are ongoing indicators that parents are maintaining their new found skills over an extended period of time. The problem with many school conferences, even effective conferences, is the unavailability of printed concepts that could be handed to parents at completion of the conference that summarized the concepts on a level parents can understand. I recently created a game to teach parents discipline techniques that would help them in disciplining their children. The response was so favorable that parents from many communities have inquired about the materials. The resulting follow-up for the conferences and the game have remarkably increased the effectiveness of parents in relating to their children.

5. **Parenting Courses**

The school staff can be a tremendous resource in training parents — informative home/school communication, successful parent-teacher conferences, parent tours of school and parenting courses. The major context of parenting courses can include the following:

a. Definition of parenting
b. In-process parenting
c. Parenting — identifying your style
d. Research on parents and students' achievement in school
e. Positive mental attitude in parenting
f. Modeling — spoken and silent language
g. Investments
h. Discipline
i. Organizational and people perspective
j. Values that guide your parenting
k. Uniqueness of each child
l. Consistency
m. Goal vs. role orientation

6. **Brown Bag Luncheon**

Since most parents have lunch, the principal could arrange with his secretary to personnally invite about six parents for a one-hour luncheon in which every parent would bring a "brown bag" lunch to eat with the principal. Since most parents learn about parenting from their oldest child, plan on mixing new and older parents together. Why not get a list of potential new kindergarten parents and invite as part of the group. An informal discussion about things that work or fail will benefit all those in attendance and especially the parent who needs help and doesn't know how to ask for it.

Sample Letter

"Let's BROWN BAG it together."

Dear

We have heard excellent reports from parents who have had the opportunity to share with other parents what they have found in parenting that works with their children.

We believe it's important to keep growing and experimenting until we are satisfied that what we do intuitively is consistent with the values we believe in as parents.

Because of the excellent response from parents in discussing ideas with other parents, I would like to personally invite you to join us for a special luncheon on here at ECR from 11:30 a.m. to 12:30 p.m. Please bring a brown bag lunch (we'll provide the beverage) and join us for some stimulating discussion. The atmosphere will be informal and friendly. I will be joining you, or other staff members will participate on occasion. We look forward to seeing you.

Learning from each other in the
interest of our children,

Principal

EDUCATION IS PEOPLE HELPING PEOPLE

SCHOOL/PARENT PARTNERSHIP

All those affected by decisions should have a part in the decision making process.

Good schools make clear the part each participant plays in the role of decision making. They spend as much time defining the process and areas of decision making as they do in the decision making process itself. Parents need to know precisely where they can give input. All too often parents are surprised with what they can or cannot do. There should be no surprises.

Good schools value and welcome a partnership for building quality programs. A list can be made of potential areas of concern prior to the actual concern, so that participants can see the scope of their involvement. (See page 66.) Consultive decision making and shared decision making enables parents to become directly involved in their school's program.

Some of the distinct advantages of School Site Councils are as follows:

1. They provide an open forum for discussing educational issues.
2. They provide an opportunity for interaction by parents, teachers and administrators on a single topic.
3. They foster the importance of decision making at the building level.
4. They add importance to the School Site Plan.
5. They are essential in defining educational needs and problems.
6. They provide an arena for parent leadership to emerge and develop.

PRINCIPAL NEWSLETTER

Every school needs to provide its public with accurate information about the school. We should be specialists at informing the public on what schools are doing for youngsters. Qualities of effective principal's newsletter include the following:

A. Attractive Logo

B. Numbered and dated

C. Brief and distributed frequently

D. Attractive and with a consistent color

E. Readable format

F. Student and parent recognition section

G. Free of educational jargon (have parents edit draft)

H. Offer two way communication

One of the most important facets of the principal's newsletter is the **parent education** or **editorial section**. It should be included on the front page and be the first item of information. If every principal would use newsletters to communicate the crucial elements of life and school, the schools would realize increased support. On the following pages there are examples of newsletters used at El Camino Real School.

It is our sincere desire to have our parents assist us in making decisions for the best possible program. This list has been developed with the help of several staff members to help our SSC as it relates to decision making. A parent is always welcome to talk about an individual matter with his or her teacher. This list applies to the SSC only.

Areas of Concern (Prioritized for Agenda)	Advice or Input to Decision	No. Decision Making Board or Administrative Function through Participative Management	Shared Decision with Educators
FACILITIES			
Student Storage	X		
Temperature	X		
Furniture selection	X		
Placement of Walls		X	
Classroom organization		X	
PERSONNEL			
Criteria for selection	X		
Employment		X	
Evaluation		X	
BUDGET			
District Allocation		X	
Local expenditure	X		
Accounting		X	
CURRICULUM			
Ed Plan – SIP & SCHOOL			X
Needs Assessment			X
Goals			X
Priorities			X
Curriculum student objectives		X	
Continuity by grade level	X		
Teacher designed activities		X	
Report card			X
Homework policy	X		
Group evaluation tests	X		
Individual evaluation tests (IMS)	X		
Official course of study		X	
PARENT VOLUNTEERS			
Recruitment			X
Staff Development (training)		X	
TRANSPORTATION			
Buses	X		
Bus stops	X		
Bus safety	X		
Conduct	X		
LUNCH PROGRAM			
Menus	X		
Quality control (food)	X		
Service	X		
MEDIA & SUPPLIES			
Textbook selection	X		
Distribution		X	
Allocation		X	
PUPILS (GROUPS)			
Number of classroom tests & when given		X	
Class size – ratios		X	
Self management (discipline)	X		
Student Council	X		
Positive incentive program	X		
Dress			X
Safety	X		
Personal property (clothing, lunch pails, jewelery)	X		
Bikes (bike area)	X		
School rules	X		
SCHEDULING			
Time periods for inst.		X	
Modified day activities		X	
Minimum day		X	
Conferences	X		
Calendar	X		
HOME/SCHOOL COMMUNICATION	X		

El Camino Real School

4782 Karen Ann Lane
Irvine, California 92714

(714) 551-3090
Gene Bedley, Principal

Principal's Newsletter No. 1 June 1979

Dear Parents,

Testing is a word that's often used as it relates to school. I'm sure most adults can remember the pleasant experiences as well as the unpleasant experiences of testing. Perhaps you remember the items missed on a test rather than the items you answered correctly. Another concept of testing, perhaps a more important one, is in the attitude one has toward testing. I can look at testing in a negative sense or in a positive sense. i.e.: 1) I continually test myself to measure my physical limitations; 2) I need to continually test myself so that I might weigh the knowledge I have; 3) I need to continually test my interaction with people so that I might understand my relating skills. The positive concept of testing means that testing is an important integral part of my life. Why not test ourselves and see what we can really do in life?

Gene Bedley

Choice

"When you have a choice to make and don't make it, that in itself is a choice."

One of the most difficult things to do in life is make choices; appropriate choices that help yourself and others. Our children can be overwhelmed with choices in today's world. Too many choices can compound their ability to make decisions. We can help our children by limiting choices and at the same time teach children to see the affects that result from their choices. Children can learn this from watching their parents make choices. Take a few extra minutes to let your children know what you thought about – what rationale you used to lead you to a decision. It might be a good idea to include some of the feelings that accompanied the decisions. The more we do this, the more mature decisions our children will make.

El Camino Real School

4782 Karen Ann Lane (714) 551-3090
Irvine, California 92714 Gene Bedley, Principal

Principal's Newsletter No. 2 July 1979

Dear Parents,

As human beings we often remember the things we do wrong rather than our successes. There resides in all of us the "inner critic" who is most critical of ourselves. It's important that we remember as well to keep notes on the things we do right. I believe we do far more things that are correct than the few mistakes we make as parents. Our children copy the silent and spoken language we live in front of them daily. The indicators tell me we have some great parent models at ECR. We appreciate you and the tremendous support we receive from you. I can't tell you how much this contributes to your child's education.

Gene Bedley

Value in Problems?

How we approach our day-to-day problems could play a large role in developing happy and healthful relationships with our children. Children learn how to solve problems by observing adults. Have you ever considered working through your problems as an important part of growing. Learning how to overcome problems could have a greater impact in our lives than merely looking for simple solutions or giving our children solutions. Every experience in life, including problems, can lead us to new and creative skills we can use in our life.

The next time we consider leaving a problem, putting off a problem, ignoring a problem or getting mad at a situation — contemplate what effect this will have on our children. Most problems are complex — we need to give the time, patience and thought necessary to help children grow through their problems.

El Camino Real School

4782 Karen Ann Lane (714) 551-3090
Irvine, California 92714 Gene Bedley, Principal

Principal's Newsletter No. 3 August 1979

Dear Parents:

As we begin our new year, once again it is important to reflect on the meaning of an educated person. What will our children need for today as well as tomorrow? The recent article in the Readers Digest about careers for the 1980's implies that people need to be trained in two major areas – skills of utility as well as a profession. Educated persons must be more than doctors, engineers or scientists. They must be effective citizens and human beings. We must be as concerned with the hearts of students as well as concerned with their minds; concerned with the emotion as well as their intellect. While we emphasize what students know, we must also emphasize a concern for what they deeply care about, their attitude toward life, their zest for living. In reality, all knowledge is learned in a climate of emotion and feeling. They interface each other. If we can achieve this unity, then we have come one step further in helping develop an educated person.

Gene Bedley

Anticipation

It's been said that if we can anticipate things that potentially can happen to us, that we will become more capable of handling the situation when we actually have to face the real problem. One way of helping our children is to pose the question "What would happen if . . .?, What would you do if . . .?, Here's another way to handle the situation . . ., If this happened, then . . ."

El Camino Real School

4782 Karen Ann Lane
Irvine, California 92714

(714) 551-3090
Gene Bedley, Principal

Principal's Newsletter No. 4 September 1979

Dear Parents:

It's not very frequent, if at all, that we spend time thinking about the future. I mean really forecasting what kind of a world our children will live in. When you think of living in the same environment, it really hits home. Once again we realize the tremendous responsibility we have as adults in preparing for their future. To prepare not just in word but through action with a deep sense of commitment about the quality of life they will have. Speaking of actions, Proverbs 20:11 states, "The Character of even a child can be known by the way he acts." Our daily influence is one of the greatest contributors of how they will act tomorrow and years to come. If we want to better relationships in our world then children must see and be taught through our relationships.

TV TURN ON OR TURN OFF

I have really debated long and seriously whether or not to propose the following concept to each of you. Perhaps you can help me by letting me know your feelings regarding the use of T.V. in the evenings. When I read the shocking statistics of the amount of time our children read per day, I felt moved to encourage each family to reduce T.V. viewing a minimum of 1 hour per night and replace it with language-reading activities. Since I mentioned this at a recent assembly, many parents in attendance responded favorably. I believe children will benefit from these types of activities. I also believe this will increase your child's reading scores on tests. Let me hear from some of you regarding this concept. We'll do our part devoting 600 minutes per week or more toward teaching the basics of reading and language, increasing book talks, improving library skills and rewarding good readers. We need to do all we can to improve reading.

GIVE VS TAKE

It appears that more and more in our society there are less people who are willing to give. "Take" seems to reflect the posture of the times. This makes me all the more pleased to report to you that we have a unique "family" here at ECR. We have so many people who give – give of their time, energy, and resources in the best interest of children. As we all grow in our understanding of this concept we find that the greatest gifts are those when a parent gives support, when friends give hope, when people care, we have contributed to a better world. We can never give enough, especially to the beautiful children here at ECR.

El Camino Real School

4782 Karen Ann Lane (714) 551-3090
Irvine, California 92714 Gene Bedley, Principal

Dear Parents: **Principal's Newsletter No. 5** October 1979

I can recall several student conferences over the past few years where a student encountered difficulty because he had not yet learned the skill of listening. How important it is for us as parents and educators to provide the model whereby they can learn this important skill. Trust we'll never find ourselves in this position. "Don't bother to knock, no one's ever here."

Here are a few tips that can help us all listen better.

1. Look the person in the eyes when he talks to you. It is the center of their being.
2. Paraphrase what a person says. It will show you are not only listening, but you care about him as a person.
3. Really concentrate on what others say to you. It will help you develop new friends.
4. Square off with the person. The Italians have a phrase "to get within another's bubble" or personal space.
5. If one person talks at a time, there is a better chance to understand. One way to improve this is to have children repeat what a person says before they talk.

Finally:

1. Listening communicates acceptance.
2. Listening develops respect.
3. Listening enhances learning.

The results of developing better listening skills will be felt for a lifetime. Let's all work together to increase these skills with our children while they are young.

Dear Parents:

Our Best

The phrase, "Jimmy's capable of doing better" or "Your child's not working up to his capability", is not an unfamiliar expression to parents. When one closely examines potential, you find very few people in our world consistently doing their best. I believe the more that we all strive to do our best toward matching achievement to ability, that life will take on new meaning. Like the Olympics, we all can strive for the gold; to be the best student, parent, teacher, or administrator.

In order to have a successful relationship, be it marriage, employer-employee, or student-teacher, one must give more than he or she receives. We are continually asked to adjust our giving to the needs we see. If mother is sick, dad gives more. If father is tired, mother and children help with the tasks. Henry Van Dyke said it another way, "There is a loftier ambition than merely to stand high in the world. It is to stoop down and lift mankind a little higher."

The staff of El Camino Real refuses the notion of limiting their contribution. They're committed to providing the best. When they find receptive parents and receptive children, they go far above expectations.

Irvine Unified School District

El Camino Real School

4782 Karen Ann Lane
Irvine, California 92714

(714) 551-3090
Gene Bedley, Principal

Principal's Newsletter No. 6 November 1979

What lies behind us and what lies before us are tiny matters compared to what lies within us. Self discipline and character are two of the most important areas that adults can help develop in children.

Dear Parents:

In a study just completed in 24 states and the District of Columbia including some 84 schools, children gave reasons why they liked their school. The study revealed the following:

1. The people in school were the key determinant for liking or disliking a school.
2. Teachers were mentioned most often as people who make schools likeable.
3. The school, its uniqueness, climate, facility, and resources were mentioned frequently as important to students.
4. Over one-half of the students surveyed said "school climate' had a lot to do with liking or disliking a school.

It was reassuring to me to read this important study. I believe we have these and other conditions that enable us to give optimum results in educating children. We have assembled a highly talented group of people to make it happen. I'm happy to report our students are learning the Basic 3 R's as well as the less talked about 3 R's – Rights, Responsibility and Respect.

Dear Parents,

Children often ask me, "Mr. Bedley, do you like being a Principal?" My answer to them is, "Yes, very much." When I say this to people several things come to mind.

- Where else could anyone have so many friends who smile and say "Hi" each and every day?
- Where else could anyone find a job that has as many humorous and unique experiences?
- Where else could one find fulfillment in knowing you're affecting the destiny of our youth?
- Where else could one have the chance to help those who are hurt, or share the joy of those who are happy?
- Where else would one experience the opportunity to plan, help, council and guide our children?

El Camino Real School

4782 Karen Ann Lane
Irvine, California 92714

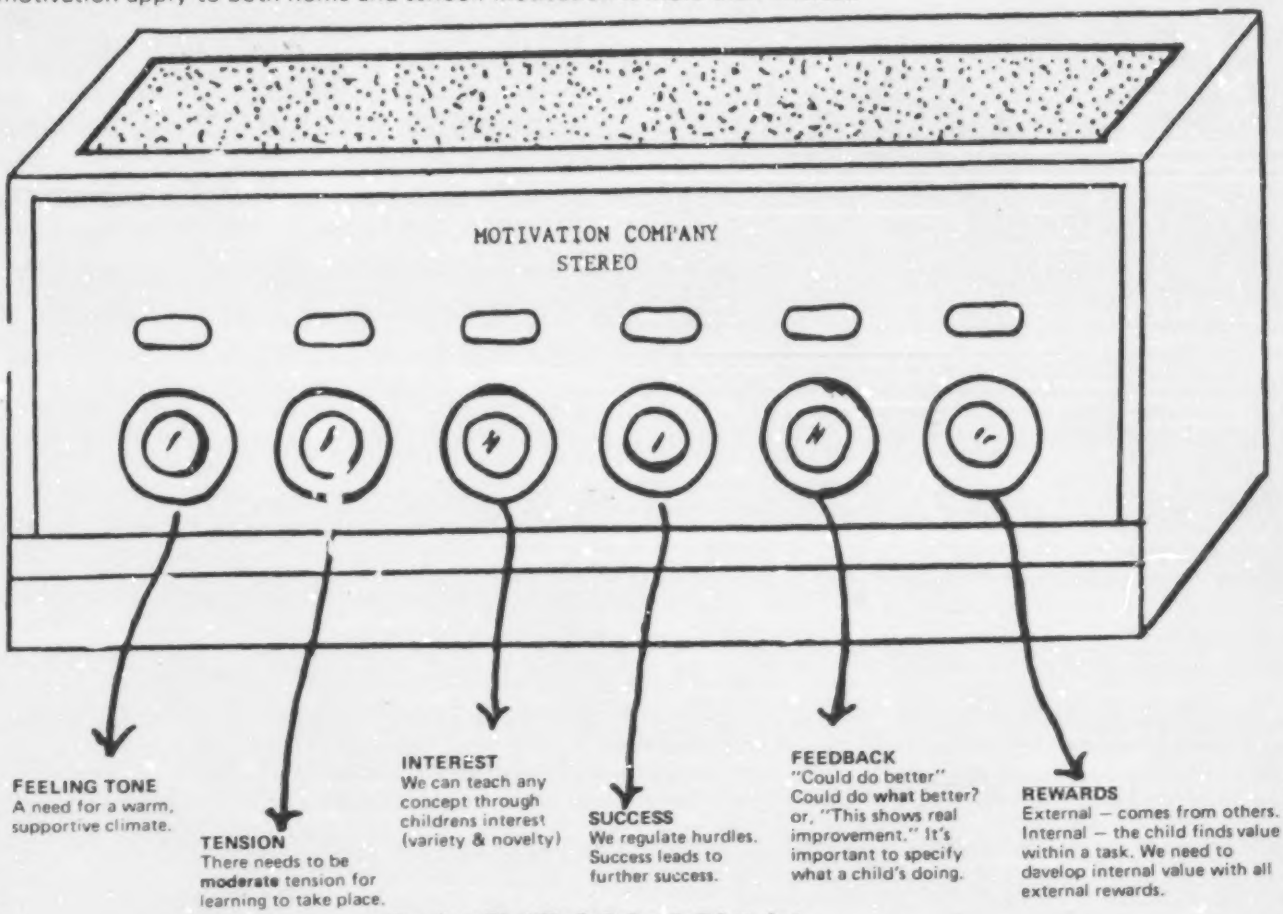
(714) 551-3090
Gene Bedley, Principal

Dear Parents,

Principal's Newsletter No. 7

December 1979

Motivation is the key ingredient in learning and yet, very little is communicated with people about what really motivates children to learn. Motivation includes a series of fine tuning variables that move a learner toward the accomplishment of a goal. It can best be illustrated by the stereo tuner described below. These principles of motivation apply to both home and school. Motivation is more than interest.



Irvine Unified School District

El Camino Real School

4782 Karen Ann Lane
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(714) 551-3090
Gene Bedley, Principal

Principal's Newsletter No. 9 January 1980

Dear Parents:

Effectively Functioning Human Beings

It has been calculated that the percentage of students that graduate from public schools can be calculated for any given year by adding 3 to the year of graduation – for example, in 1925 approximately 28% of the population graduated from high school. In 1939 approximately 42% of the population graduated from high school and in 1978, 81% of the population graduated. We are graduating more students every year. Our goal is not only to give them a diploma, but also deliver the skills, knowledge and attitudes necessary to develop an effectively functioning human being.

I've listed below the qualities we feel are necessary to have to become the kind of people our society needs. We'll be asking our parents as we approach the year to help us establish priorities within these areas that we can place top priority in as we work with your children. They're all important. We'll be asking you to prioritize those areas that deserve special attention.

self-esteem
curiosity
investigation
conceptualization
assertion of one's self (doer)
ethics (honesty-care)
appreciative
knowledge (reading, writing, math, spelling, _____ other)
productivity (skill)
influence
faithfulness & trustworthiness
perseverance
decision-making ability
self-care (health)
teamwork (flexible, compromises, participates)
respect for others
responsibility
sense of humor
other _____
creativity

Dear Parents:

I remember one summer while attending Florida State University I met an old gentleman who took people on boat excursions through parts of the everglades. His formal education ended at 5th grade. However, his education through life experiences was profound. In his slow and deliberate manner he said "If someone can get your goat, you've got a goat to get." What he was really saying is . . . if you have something in your life that you're overly sensitive about, get rid of it. Kids that have learned to roll with the punches, to make sure untrue statements go in one ear and out the other are showing a real sense of maturity. People say all kinds of things that are simply not true. However, statements spoken that are true and that can be damaging to another person's feelings are another matter, i.e. school rule #6 . . . "Use only kind words . . ." It's important to help kids understand this.

El Camino Real School

4782 Karen Ann Lane
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Gene Bedley, Principal

Principal's Newsletter No. 10 February 1980

Dear Parents:

I am interested in a recent editorial in The Times that included a description of what makes a first-tier college or university. The author listed two characteristics:

1. "Range of distinctions achieved by it's alumni"
2. "Efforts to shape qualities of mind and feeling, attitudes and character, and not merely to train to inform students."

The editorial further stated the importance of the institution needs to encourage students to believe that they "can accomplish large and important things" in the world; that they can make important discoveries; lead great institutions; influence their countries laws and government and add substantially to knowledge. In addition to these qualities, I believe that we need to build a strong, moral, ethical, conscience in the use of knowledge. We do not hear too many people talking about the important decisions that must be made by man. The future will be largely determined by man's wisdom in the use of the knowledge he possesses.

Communication – a part of relationships

Many people feel that communication is a simple process of writing or voicing words. But each individual is programmed differently . . . has a different set of values and beliefs . . . . different "code books". Once you accept this realization, you can see why **total** understanding is just not possible. But, the more aware you are of that "difference", the more willing you are to accept the responsibilty of that "difference" . . . the more successful you will be in your communications with others – the more meaningful your relationships.

Dear Parents:

In a study recently completed, researchers at Dartmouth College have found a high correlation between poor readers and bad memory. I have suspected for some time the need to improve how children process information. It appears that most of us can learn short-term memory tasks but have difficulty transferring information to permanent memory. We have found that children have to hear a word some 27 times before it becomes a part of their vocabulary. Perhaps you have found more expedient ways to memorize. If you have, we'd appreciate hearing about them.

El Camino Real School

4782 Karen Ann Lane
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(714) 551-3090
Gene Bedley, Principal

Principal's Newsletter No. 11 March 1980

Dear Parents:

Whatsoever a man thinketh he is . . . .

A large part of what we become as people depends upon what we think. If we take the time to examine our thinking patterns we will discover that at times we think irrationally; occasionally we rationalize; and still other times we approach life with rational thought. An example of irrational thinking is . . . "Everyone must agree with everything I do all the time." When people do not agree with us, the tendancy is for the person to allow the inner critic to play havoc with our thoughts and ultimately create stressful affects upon our body. Doctors tell us the "stress mess" is created by how one thinks about situations. Two people who live with the same stimuli, who use different thinking patterns can end up with different responses. Work can be play or play can be work. Here at ECR we think and believe we can do the best for children. Our energies are focused on children to give them the best education possible. Evidence is revealing we're doing it better than most.

Life is More Than Consuming

It may be said Americans represent seven percent of the world's population and have six percent of the earth's inhabited land. We have almost half of the world's industries; more than sixty percent of the world's savings accounts; seventy-five percent of the world's television sets; eighty percent of the world's automobiles; and . . . ninety-seven percent of the world's aspirin tablets; ninety-eight percent of the world's "Geritol"; and ninety-nine percent of the world's tranquilizers. We have more of everything than other people. The most modest family in a community like ours has so much. Yet, for many, life is a headache. We are disagnosed as having tired blood. People are popping tranquilizers to make it through the day until it is time to drop into dead sleep. What we need is not necessarily more tranquilizers to quiet the mind or aspriin to deaden the head's pain. The problem is with the mind. The mind is spirit matter and cannot be reached by Bayer aspirin or its competitor, Excedrin. Our troubles lie in how we look at life.

An old Roman made an observation in his day: "A man's life is what his thoughts make of it." Our own Ralph Waldo Emerson rediscovered: "Man is what he thinks about most." Before either of these men discovered this truth, the Bible disclosed: "As a man thinks in his heart, so is he."

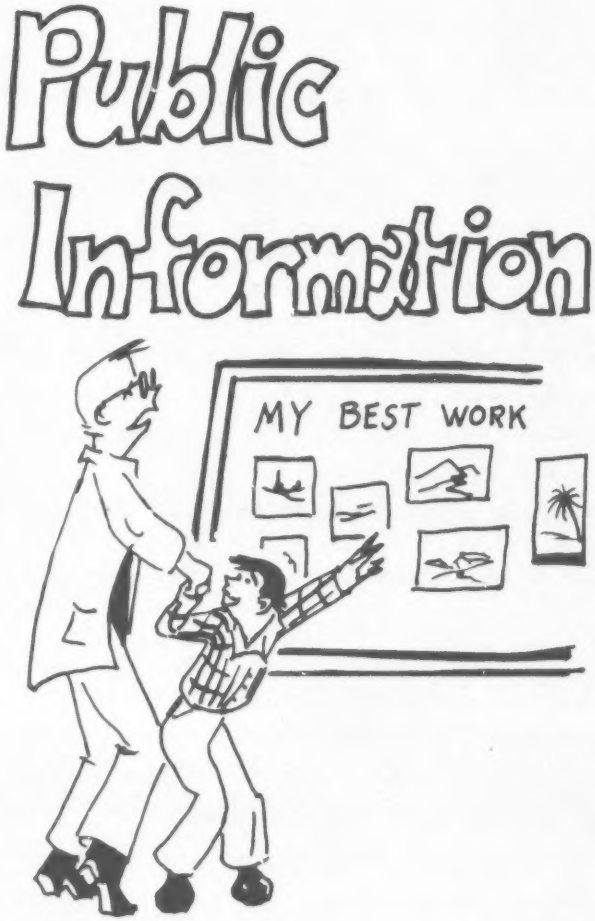
PUBLIC INFORMATION
(Parent Tours)

One of the best ways for parents to receive information about their school, besides from their children, is through first hand observation. School tours were designed to reach every parent over a period of time by offering a personal tour directed by the principal. **Tours are arranged every other Friday for a two hour period** to examine all the things that go on behind the scenes. Parents are personally invited by the principal.

The tour begins in the principal's office. It is usually best to have a minimum of 6 or 7 parents who will make the tour. The tour includes the following:

1. Coffee, welcome and introductions.
2. Review of what principal's philosophy and practices include.
3. Visit to committee meeting room with description of how committees make decisions.
4. Visit to supply room and explanation of purchasing system.
5. Visit to teacher's lounge to see how administration and staff communicate with each other, as well as the purpose of the staff lounge.
6. Visit to all support programs and introduction of support personnel, including an explanation of how support services can help all children either directly or indirectly.
7. Walk through several of the classrooms and programs.
8. Wrap-up session in principal's office with an opportunity for questions and answers.

Below is a copy of the letter sent to parents inviting them for a school tour.



Dear

In a continuing effort to open our doors to our community, we are inviting you for a special school tour. This tour will enable you to observe first hand, as well as spend some time with me discussing some of our on-going and new programs here at El Camino Real School.

On at I have set aside one and one-half hours to meet with you and a few other parents. During this time we will make a tour of the school, letting you know about each existing program, as well as explaining its purpose. One-half hour of this time will be devoted to questions you might have about the different programs.

I am very interested in hearing your ideas and visiting with you at this time. It will mean a lot to me, especially in having the opportunity to have open dialogue. I trust that you will find the morning beneficial, informative and helpful. We look forward to meeting with you.

Cordially,

R.S.V.P. by

Irvine Unified School District
EL CAMINO REAL SCHOOL

Dear Parents:

The staff and I need to know what you consider to be the most important qualities for your child's education. **The qualities listed below are all important.** Perhaps your child has already mastered some of them. Please rate your top two choices in each category. This helps us in making important curriculum decisions as they relate to your child's program.

Cordially,
Mr. Gene Bedley, Principal

Child's Name _____ Parent _____ Date _____

Knowledge Acquisition
Math/Reading
Spelling/Writing
Study Skills
Concept Development

Wisdom-Discernment
Self care
Problem Solving
Decision Making
Responsibility

Attitudes
Sense of Humor
Perseverance
Investigative
Curiosity

Relationships
Empathy
Respect
Appreciative
Ethical/Moral
Faithfulness
Trustworthy
Teamwork
Influence

Skills
Fine motor
Gross Motor

COMMENTS: _____

MUTUAL GOAL SETTING

Not only do schools identify the qualities of an educated person, they also share these qualities with parents. They invite parents during the first weeks of school to evaluate which qualities are more important for their child's development. This can be accomplished during a mutual goals conference with parent, teacher and child sitting together to set priorities for the year. It is important to let parents know that all the qualities are important, but for purposes of emphasis, they are to rate their top choices in each of the five categories.

PARENT BRIEFS

Effective schools provide written information to parents about how they can improve their parenting skills. Successful parenting ideas reinforce and reassure parents, as well as present new ideas about the importance of being a parent. A Parent Brief is a legal size paper printed front and back, and folded in thirds. They are based on single concepts. The format can include places for a parent to fill in. Similar to the briefs on **Parent/Child Discipline** and **Anger**, or simply provide information like the briefs on **Parenting** or **Discipline**. Parent Briefs can be printed on 5 x 8 cards and numbered to provide parents a ready reference of ideas on parenting. Their brevity enables parents to read the entire brochure in two or three minutes. The more important ideas can be highlighted in larger type or boxed in similar to the examples included in this book.

Parent-Child Discipline Plan

DISCIPLINE IS PROOF OF YOUR LOVE

One reason why things aren't going according to the plan is there really never was a plan.

Develop a positive attitude:

"catch kids being good!"

Mutual Goals

1. _____
2. _____
3. _____

Personal Goals

1. _____
2. _____
3. _____

Examples of Behavior Limitations

1. Don't talk back.
2. Parents set time when child comes home.
3. Always having your say, but not always your way.
4. Everyone has responsibility of cleaning up after themselves (in common living space).
5. Everyone has the right to personal privacy.
6. Be kind to each other. No "killer phrases" allowed.

Behavior Limitations
(Describe in specific terms)

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____

Interventions
(Keep to a minimum)

Incremental Incentives

1. _____
2. _____
3. _____
4. _____
5. _____

Graduated Punishments

1. _____
2. _____
3. _____
4. _____
5. _____

ALL BEHAVIOR IS MAINTAINED BY ITS CONSEQUENCES. . .

Good or Bad

PARENT BRIEF

anger. . .

. . .when learning and loving die.

It's not what happens in life that matters, it's how I react to what happens.

You cannot help your child with his/her anger, fear and frustration by yourself becoming angry, fearful and frustrated.

Remarks are made that are not normally made.

We justify our actions.

We're less able to hear or to listen to another person.

When we're trying to solve a problem, we typically go beyond parameters to other problems.

Poise and body control, as well as voice are uncontrolled and irrational.

We do not look at consequences of behavior when we're angry.

The extreme expression of anger is violence.

GET ANGRY WHEN. . .

1. _____

2. _____

3. _____

4. _____

5. _____

Children have a right to own their feelings — but they need to move from feeling to completing the task.

ANGER for the most part is nonproductive.

Most anger is transferred to another.

a. person
b. situation
c. organization

PHYSICAL REACTIONS TO ANGER

1. Blood thickens and heart rate increases.

70	normal
120	walking up stairs
160	fight with another person

2. Capillaries tighten and less blood flows to skin.
3. Digestive functions stop.
4. Brain power drops.

WHEN YOU ARE ANGERED, ALL THE KNOWLEDGE AND EXPERIENCE THAT'S AVAILABLE TO YOU IS NOT CALLED UPON.

HOW TO DEAL WITH ANGER IN YOURSELF AND OTHERS?

1. When people are angry, it is not the best time to give advice, be reasonable or make decisions.
2. Identify with the person's feeling through understanding their problem.
3. Listen and treat people with kindness. Do not patronize.
4. Engage in Large Muscle Activity to prevent anger, i.e.: running—jump rope—push ups—sit ups.
5. Release anger by twisting a towel, counting to ten, praying, laugh it off.
6. Express your anger and disappointment toward what's happening to you and the situation, NOT toward the person. Include an "I" statement — i.e.: "I am angry because. . . ."
7. Find someone who will listen with interest, empathy and understanding.

AWARENESS PRECEDES CHOICE

THOUGHTS ARE THE SOIL FROM WHICH ALL BEHAVIOR GROWS.

PARENT BRIEF

PARENTING

The Law of Return

"One good parent is worth 1000 schoolmasters."

—Chinese Proverb

The purpose of this parent brief is to present 15 principles of positive parenting.

1 Parenting is in process. You never arrive with all the skills that you need.

2 Parents are not trained to be parents; kids are not trained to be kids. Kids train parents; parents train kids.

3 It is more challenging to be a parent than to function in your job.

4 Parenting is a journey, not a destination.

5 Parents are the most significant influence in a child's life.

6 A parent is the greatest teacher a child will ever have. A parent and child certainly have the longest teaching relationship ever known.

7 It is not a question whether a parent is a teacher or not, it's what is taught. Parents teach kids a whole language before they come to school.

8 What you need to learn, you teach your child best.

9 The greatest aspect of learning is through modeling.

10 Parent modeling that includes the unspoken as well as the spoken word is the most powerful force in shaping a child's life.

11 How you spend your time and money tells your kids what you value, regardless of what you say.

12 Successful parenting is predictable, reliable and consistent.

13 There's a difference between an investment that sounds good and a sound investment. There's no greater investment in life than your children.

14 Parents that praise each of their children at least twice a day maintain a positive relationship regardless of the problems they encounter.

15 Behind every successful child is a successful parent. I've never met a good child who didn't have a good parent.

Twelve Things a Parent Can Do To Make a Child's School Behavior a Success.

1 Create a warm, caring, supportive relationship.

2 Actively listen to your child's unspoken words as well as the spoken words.

3 Celebrate learning in your home. Everyone learns every day.

4 Learn all you can about child growth and development.

5 Give your children time and distance to grow.

6 Give your child first hand learning experiences. Field experiences correlate high with life achievement.

7 Value their good school work.

8 Help your child teach. Encourage teaching by listening.

9 Surround your child with books and reading.

10 Help your child engage in games and role playing.

11 Use a larger vocabulary than your child knows.

12 Love your child without hooks. Love unconditionally.

PARENT BRIEF

ABCD's

Of Discipline

EFFECTIVE DISCIPLINE INDICATORS

Ideas From A to Z

A **All behavior is maintained by its consequences.** The good behavior and the bad behavior you see in your child is the result of his or her actions and the reactions of adults. Whatever works for your child will be used by your child.

B **Begin with concise behavior limits.** Effective relationships include clear expectations. Develop five behavior limitations for your children that are brief and observable and meet your needs as a parent.

C **Choice** – Include the word choice as you ask your child to perform household chores, etc. Help the child see that he experiences pleasurable consequences as a result of appropriate behavior and unpleasant consequences as a result of inappropriate behavior.

D Disciplining children is like holding a wet bar of soap. If you hold it too tightly it will propel itself away If you hold it too lightly, it will slip from your hands. If you hold it firmly and balanced in your hand, it will be secure and functional.

E **Encouragement** – no one believes training is easy. We need to be encouraged by the fact that we work more miracles than disasters. Help your children see where they are successful as well as where they need help. Give them 10 to glow on and 1 to grow on!

F Follow a **consistent** course. Children need adults who are consistent. Parents that are most consistent have developed a visible monitoring chart to keep track of children's behavior in following limits.

G **Giving praise.** Verbal praise is the most reinforcing thing you can do to help children maintain appropriate behaviors. Be specific when you praise and praise will have more meaning.

H **Human dignity** – All children have human dignity and worth. It's important that you create a warm, caring loving relationship. Recognize two things your kids do each day. Every child needs to be proud of something they can do well.

I **Influence** is greater than control. Controlling children by using physical or psychological bigness does little to train children for the future choices they must make. Become a positive influence in your child's life.

J **Jot down a plan.** A discipline plan should include goals, limits, time-line, and consequences. Write a plan for each of your children and review contents regularly.

K **Know your child**. Each child is uniquely and wonderfully different. Give careful attention to your child's developmental stages, tendencies, interest, order in the family and sensitivities. Listen to your child's spoken and unspoken language.

L **Lengthy verbal** exchanges create an adversary relationship. Learn to be brief about your expectations. The longer you dwell on what you want, the more apt your child is to feel hasseled.

M **Misbehavior** – What an adult does before misbehavior takes place largely determines whether it will occur. *All* children can behave. Project the attitude and belief that you expect appropriate behavior.

N **Non-verbal posturing** – A child knows that if he can make an adult back up he has control over the adult. Step forward to your child and communicate.

O **Over restrictive or permissive adults** create an environment for kids to play games. Don't be picky or overbearing. Allow your child the space needed to grow and develop their own individuality.

P **Persuasion** is more powerful than fear. Take time to rationally convince your child what's needed. Training infers kids don't know what they need.

Q **Quality time** with kids means giving them a piece of time that they'll never forget. Every child needs his own time with you. Provide a minimum of 10 to 15 minutes weekly to give your child your entire attention.

R **Response style** – An assertive response is far more effective than a non-assertive or hostile response. An assertive response means you tell your child exactly and precisely what you want him to do. How you deliver the message is 70% of whether it's perceived that you mean what you said.

S **Settling conflicts** – All kids will have conflicts. It's important to teach your child to resolve conflicts. Your example in how you settle conflicts is most powerful in teaching your child.

T **Training for future** – Anticipation training means teaching kids to forecast all the possible variables that could happen. If you can train your child how to consider all possible outcomes he'll encounter, he'll be better able to meet reality when he faces it.

U **Uncover excuses** – Excuses teach children not to be responsible. Teach kids to be responsible by following through on their agreements.

V **Vagueness is the enemy of discipline.** Kids need clear information about themselves. Present yourself knowledgeable about what your child does. Kid watching should be a part of your weekly schedule.

W **Will yourself** to be positive/successful, and you will be. Be a positive force in shaping your child's destiny.

X **EXamine your agreements.** Firm up your agreements by asking your child to verbalize what you want him to do. Verbalization leads to conceptualization.

Y **Young people need reminders more than to be informed.** Help your kids perform those behaviors expected by helping them develop reminders; small signs and pictures help them remember what to do.

Z Zeal in reaching your discipline goal is critical. Eighty percent of what you do depends upon your belief. Believe that you can do it and take charge with zeal to be a significant person in your child's life.

HOW TO HELP CARDS

The more specific we are in helping parents to help their children, the more effective parents can be in supporting their children's learning experience. "How to Help" cards are single concept cards typed on 5 x 8 card stock. The following cards are on Reading and Math. They suggest special activities which will reinforce the skills being taught. (See pages 88 and 89.)

PARENT OF THE MONTH

When kids take time to write about qualities of their parents, great things happen in schools and in homes. Schools can initiate an activity of this nature by writing a letter to the children inviting them to write about their parents as the parents of the month. **Personnel** in good schools know there is almost always a great parent behind a great child! (See page 90.)

MATH

A. FLASH CARDS

1. *Take a set of problems your child needs to study.*
2. *Make flash cards by writing one problem on each card.*
3. *Show cards one at a time.*
4. *Give card to your child if answered quickly and correctly.*

HINT 5. *If there are several problems your child needs to study, work on memorizing or understanding only three problems at a time. This way your child will feel successful, not overwhelmed.*

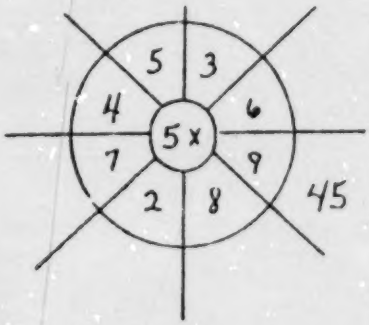
B. VERBAL DRILL

This can be done anywhere or any time.

1. *Simply tell your child a problem such as: "Five plus four". Child answers, "Nine."*

This is good for facts of addition, subtraction, multiplication & division.

**Turn about is fair play. Ask your child to give you problems. Have fun!*



You will need only paper and pencil. Draw two circles; a small center circle and a larger outside circle. Place any number in the center and surround it with other numbers as shown. The child places the answer in the outside section.

Mary Ann Sanders

READING

1. READING WITH YOUR CHILD JUST 10 MINUTES A NIGHT WILL SURELY BRING RESULTS.

2. COMPREHENSION ACTIVITY

   1. *Tell your child that you want to work with him/her on remembering what s/he reads.*
   2. *Listen to your child read for 3 minutes.*
   3. *Then ask him/her to close the book.*
   4. *You ask at least 5 questions about what was read. These questions should start with What, Where, When, Who and Why.*
   5. *Continue reading the story for 3 more minutes and repeat steps 3 & 4.*

3. RE-TELL A STORY

   1. *Tell your child that you want him/her to read part of a story and then to tell you about it using their own words.*
   2. *Listen to your child read for a few minutes.*
   3. *Ask your child to close the book and tell you about what s/he has just read.*
   4. *Parents--try the same thing yourself. I bet your child will like that!*

4. WORD CARDS

   1. *Use a list of words your child needs to study.*
   2. *Make flash cards by printing one word on each card.*
   3. *Show cards one at a time.*
   4. *Give the card to your child if it is read correctly.*
   5. *If there are several words to study, work on memorizing only three words at a time. This way your child will feel successful, not overwhelmed.*

Mary Ann Sanders

Kids of Camino

March 1980

Dear Kids:

In my last newsletter I wrote about chores and the importance of every boy and girl helping with household chores as a member of the family. Speaking of families, each of us have a family. Some kids have one parent, others have two parents, while still others have guardians. Some families are large in number while others have just a few members. El Camino parents are really special - some of the best parents I've met have children at our school.

I need your help. I would like to recognize special parents. Any student who would like to nominate their parents for "Parent of the Month" can write me a letter about their parent(s).

Parents that are selected will receive special recognition from the school. Please let me know why you feel they should be selected. I will read every recommendation. Please use the form below and turn in to the office by MARCH 31.

Mr. Bedley

* * * *

Dear Mr. Bedley:

I would like to recommend

_____

Parent's name

for "Parent of the Month".

Here's why (in 100 words or less)

_____

_____

_____

_____

_____

_____

_____

_____

(please use other side if you need to)

_____

Student's name

_____

Teacher's name

WE WANT YOUR PROBLEMS.

Not to keep, to solve.

You don't want them, we do. Your goal is to have a good school, so is ours.

We are IREP — Institute for Revitalizing Educational Programs. Our business is helping you to prepare for the educational challenge of the 80's.

At IREP we offer seminars, workshops and opportunities to explore new program ideas. We offer scope, specificity, program structure and operating procedures that lead to your school goals.

- Improving school climate
- Reducing absenteeism
- Minimizing teacher stress
- Increasing parent involvement
- Preventing student disruption
- Developing integration programs with credibility

Our vision is to bring together individuals with common concerns and creative ideas. We offer renewal and direction to meet the dilemmas of the 80's.

We can handle your problems. When you don't want them — call or write us, we do.

IREP

INSTITUTE FOR REVITALIZING EDUCATIONAL PROGRAMS

Richard D. Alcorn, Ph.D.
Leadership and Human Behavior

Directors

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Counseling and Psychology

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(714) 238-1404 • (714) 465-9636

PARENT PARTICIPATION

In the primary grades most schools encourage a sharing time where things are brought in to share with the children. Good schools encourage the sharing of resourceful people. Good schools have a high level of parent participation. Volunteers can be observed in numerous areas of the school. Some of the most knowledgeable and supportive parents are those parents who work in the school. Their contributions are invaluable.

1. Schools need to recognize volunteers by first getting to know them by name. A name badge can serve this purpose. (See picture below.)
2. Volunteers are more eager to work in their own children's room than other areas of the school.
3. Volunteers need training sessions on knowing how to do their job.
4. Volunteers need to be recruited and properly placed.
5. Volunteers need to be given special recognition. (See Certificate, page 95.)
6. Schools need a comprehensive record system of parent volunteers, see page 94.

Parent Involvement

Community:

You can make a significant contribution to the _____ Education Team and Program by volunteering some of your time. Your involvement is needed to prove the "personal touch" for individual students.

Choose your day, time and the particular area of interest: work in the classroom with students, extend the staff's time by making games and materials, or work at home on a variety of projects to enhance the existing program.

Won't you plan to share a hobby or skill with interested students? We need your valuable time and knowledge. An hour a week would be greatly appreciated. Your prompt response will help us know that every _____ parent has been contacted.

Thank you for helping us to help children.

I'd like to help:

_____in the classroom
_____in the Learning Center
_____in the Reading Lab
_____Tutor one-to-one
_____as a Room Mother or Father
_____Typing or other clerical tasks
_____Make simple games or materials at home
_____Help with special events (class parties, cooking, etc.)

Various aspects of the curriculum often need some special input. I can offer assistance in these interest areas:

_____cooking
_____music
_____drama
_____painting
_____travel
_____printing
_____sewing/stitchery
_____science
_____gardening
_____arts & crafts
_____leathercraft
_____social sciences
_____carpentry
_____foreign language

I could give an explanation, demonstration or display of my hobby, interest or vocation. Please describe: _____

_____

The best days and times for me to help are: (i.e. Mon/Wed 9-11)_____

_____I'm willing to give an hour a week. Please put me where I'm needed most.
_____I'd like to be involved, but would like more information. Please call me:
_____I regret that I am unable to help at this time.

Name: _____ Phone: _____

Children's Name: _____ Teacher: _____

_____ _____

EL CAMINO REAL SCHOOL
VOLUNTEER AIDE PROGRAM 1977-78

Name _____

Address _____

Phone _____

Cycle _____ Date _____

Children	Teacher

Classroom Volunteer Assigned to: _____

I would like to help as a parent volunteer:

AT SCHOOL

_____Classroom Assistance _____ (Teachers name)

_____Library/Media Center

_____Clerical work

_____Specialized Programs (READ, PEP, MGM, MUSIC)

AT HOME

_____Typing, clerical

_____Posters, Arts & Crafts

COMMUNITY RESOURCES: Do you have a talent, hobby, travel experience, etc. that you'd like to share with children? Or, do you know someone who does? Please tell us about it on the back of this card.

Irvine Unified School District

COMMUNITY RESOURCES: Please check any areas of skill or interest from the following suggestions:

_____Audio-visual equipment

_____Career interests that could be shared for career awareness _____

_____Cooking

_____Dance

_____Dramatics

_____Hobbies (Stamps, needlework, etc.) _____

_____Multi-cultural interests

_____Painting, drawing

_____Play an instrument

_____Photography

_____Puppetry

_____Teaching – Subject area: _____

_____Typing

_____Other _____

_____

_____

_____

EL CAMINO REAL

VOLUNTEER SERVICE AWARD

This is to certify that

_____

has given selflessly of time and talent to the

VOLUNTEER PROGRAM

We thank you for serving our students!

granted this _____ day of _____, 19 ___

_____ *Principal*

_____ Coordinator

PARENT/PRINCIPAL/STAFF COFFEES

The best form of communication is by far face to face communication. Schools can provide a number of different activities which will provide an opportunity for parents to get their questions answered. Just as it is important for parents to be able to ask questions, so also it is equally important to provide an open forum in order to answer questions and provide information. It takes about an hour and a half to really begin to communicate. The principal and staff can thus organize **90 Minute Specials**.

1. There needs to be several coffees planned where there is no agenda.
2. Coffees can be scheduled for certain periods of time each month.
3. A parent volunteer can organize a coffee file that has the names of parents by the street that they live on.
4. A personal call by the principal to a parent is one of the best ways to ensure a good attendance.
5. Principals need to set the ground rules. Let the group know that he/she wants to hear from everyone present, otherwise an advocate of one idea may dominate the meeting.
6. All ideas need to be recorded on an "Idea Sheet."
7. The principal should make a real effort to learn each parent's name. Each person in attendance should write his/her name, address and child's name on a sheet of paper.
8. Coffees should be held frequently with relatively small groups. Success oriented schools build coffees into their annual schedule.

IDEA SHEET

PARENTS NAME/ADDRESS	TELEPHONE #	CHILD'S NAME	IDEAS

HALF AND HALF LETTERS

There is an abundance of communication in school, but there are very few **proven two-way communication tools** that have longevity and that really help school personnel know their communities. The Half and Half Letter is a successful two-way communication tool that has a proven success record in numerous communities. It provides the following:

1. The stating of one concern at a time.
2. An open ended opportunity for parents to say what they feel.
3. It can generate numerous responses in a relatively short period of time.

A sample of the Half and Half Letter is provided below.

HALF & HALF LETTER

W. T. Newland School

SCHOOL COMMUNITY COUNCIL

Dear Parents,

In an effort to provide two way communication between home and school, your School Community Council will be sending you this half and half letter regarding areas that need your attention. On the side marked "Your Half" we are asking you to give your opinion regarding the concern, issue or proposal that we send to you. Having this information will enable us to make decisions based on broader community suggestions. Thank you.

Newland Community Council Members (See below)

OUR HALF

YOUR HALF

☐ For idea
☐ Against Idea
☐ Like idea but needs _____

_____

Please respond by completing this half and turning it in to the school office or to the Council representative in your area.

Strengths of Idea

Weaknesses of Idea

(Continue on back of this form)

NEW PARENT ORIENTATION

Everyone can fully relate to what it is like going into unfamilar surroundings and meeting new people. People in good schools are sensitive to the feelings of new parents as they enter the school's door for the first time. They relate to their feelings and spend time in really making them feel welcome. New parent orientations need to do the following in order to be successful.

1. Be scheduled for 20 to 30 minutes.
2. Present the parent/student handbook and make references to important sections.
3. Emphasize "people needs" in the orientation.
4. Help parents see the principal as a person.
5. Have a chance to talk about the child or children's class assignment. (The principal should always place children in classes.)
6. They should include how parents can participate and get information in the future.
7. Help to establish the fact that this is not just another school.
8. Orientation for kindergarten parents could be held six months to a year before the child enters school.
9. They should include a tour of the school by student greeters.

Kids

KNOW EACH CHILD

I would estimate that we meet thousands of children in our lifetime, and yet no two are exactly alike. Personnel in good schools take seriously their role of **Parentis en Locus**, or surrogate parent. They consider first the child's safety (see page 95), dignity and uniqueness as paramount to everything else they do in schooling. They are first and foremost advocates of the child. The principal in a good school was recently overheard saying to a parent, "My final decisions will be based on what is best for the child. I'm an advocate of teachers' rights, and parents' rights, but most of all, I'm an advocate for the children!"

Some of the unique characteristics of children are that

. . . they hold no grudges,

. . . they put their faith and trust in adults,

. . . they tend to tell it like it is.

Every child is uniquely different. **They all have talents and gifts waiting to be discovered!** They are dependent on adults, while at the same time reaching out to be more autonomous. They have different tendencies and bents; some are day people and some are night people. Their threads are woven together like no other person's. The concept of time and space is uniquely theirs. Their sense of future is still emerging and will not be fully developed until their later years. They continually seek the approval of adults.

Good schools know and love children. They subscribe to the belief: that every child has human dignity and worth, that all children are different, and that each and every child is a gift to someone. Personnel in good schools are committed to discovering the gifts and talents in each child. They also know that an enriched environment of materials and people compliment ideas and learning. They not only are aware of the uniqueness of each child, but also are advocates for children's rights and needs. Good schools have the following beliefs.

1. That all children can learn concepts if the time period is varied.
2. They are sensitive to the age and growth of children.
3. They know that children have difficulty in knowing what they need.
4. They help children know the difference between roles and goals.
5. They know that children's concept of time is different than adults.
6. They model what they want to see in children.
7. They look at each mistake a child makes as **one** incident.
8. They work at giving every child something to be proud of.

"A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states and nations. He is going to move in and take over your churches, schools, universities and corporations . . . the fate of humanity is in his hands."

--Abraham Lincoln

If you were going to characterize children in some fashion, it would approach something akin to a file. You could file kids under . . .

A for ABLE

B for BEAUTIFUL

C for CLEVER

D for DISCIPLINED

E for ENERGETIC

F for FOOLISH

G for GOOD

H for HAPPY

I for INTELLIGENT

J for JEALOUS

K for KIND

L for LOVING

M for METICULOUS

N for NAUGHTY

O for OPTIMISTIC

P for PLAYFUL

Q for QUESTIONING

R for RESTLESS

S for SILLY

T for TARDY

U for UNDERSTANDING

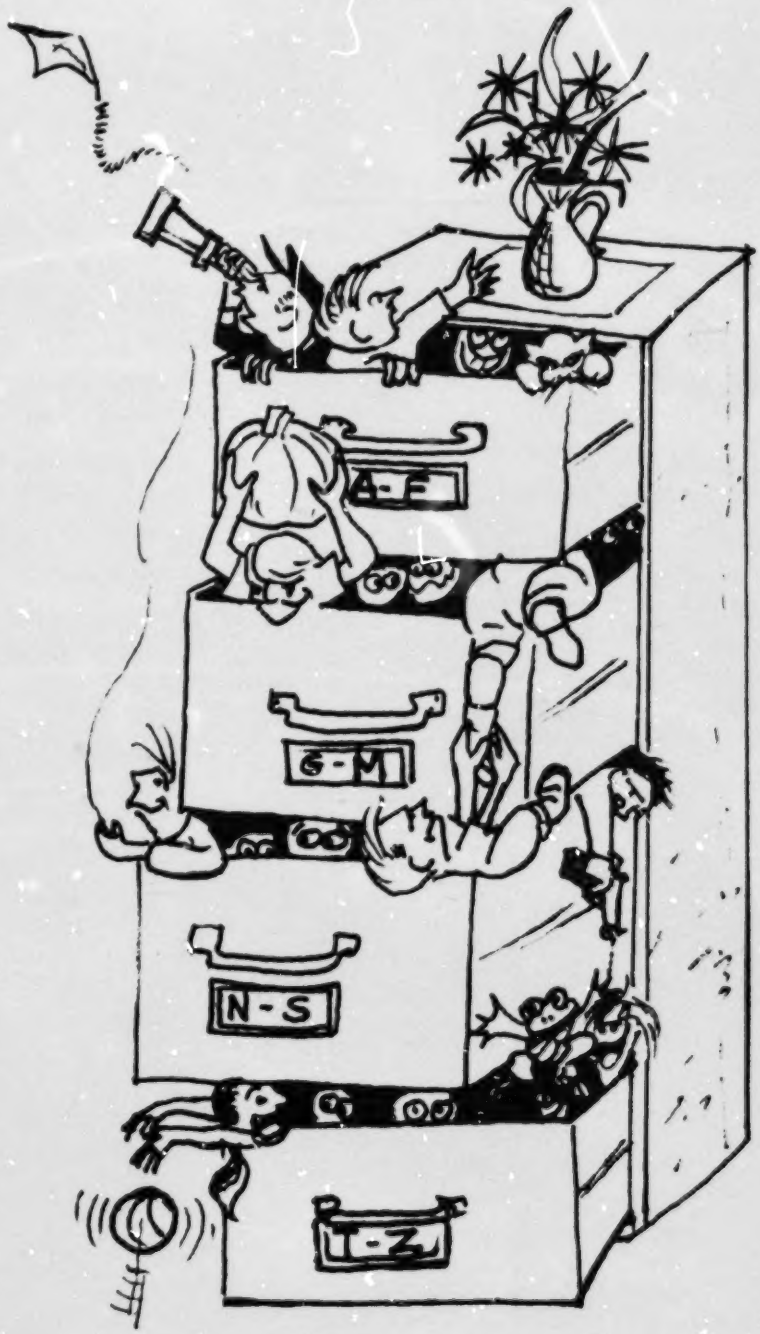
V for VIVACIOUS

W for WORRISOME

X for " 'XTRAVERT"

Y for YOUNG

Z for ZEALOUS



Dear Parents,

We hear a lot of talk these days about the possibility of "the big quake" here in California. It is always wise to be prepared in case of any type of disaster that might occur.

El Camino Real School has an Emergency Disaster Plan in the event that a disaster should occur involving our school. The attached card is for your information as to the procedures that you, as parents, should be aware of in the event an emergency condition exists. **In item number one the term "hit" means if our school is directly damaged as a result of fire flood,** earthquake or fallen aircraft, etc.

Please keep this card in your purse or wallet for easy reference. We feel it is best to be prepared with a clear procedure to follow rather than face a state of confusion in the wake of disaster. We hope we never have to implement our plan. Please keep your white Emergency Card (on file in the school) up to date with the latest work phone and home phone information.

Hopefully, we will never have to resort to these practices. However, it is best that you be informed of our procedures in advance of disaster in order to avoid a communication panic.

Thank you for your cooperation by keeping this card with you at all times.

Sincerely,

RTM:bz

FIRE

EL CAMINO REAL
"EMERGENCY DISASTER PLAN"

FLOOD

1. Children will be removed to neighboring school if school is hit.
2. Principal and staff will be responsible until parents arrive.
3. Information can be obtained from:
   KWIZ radio station (1040)
   Info lines 552-5006 or 556-6924
   Channel 3 (Cable TV)
4. Please do not call the school. We have a plan to contact you.

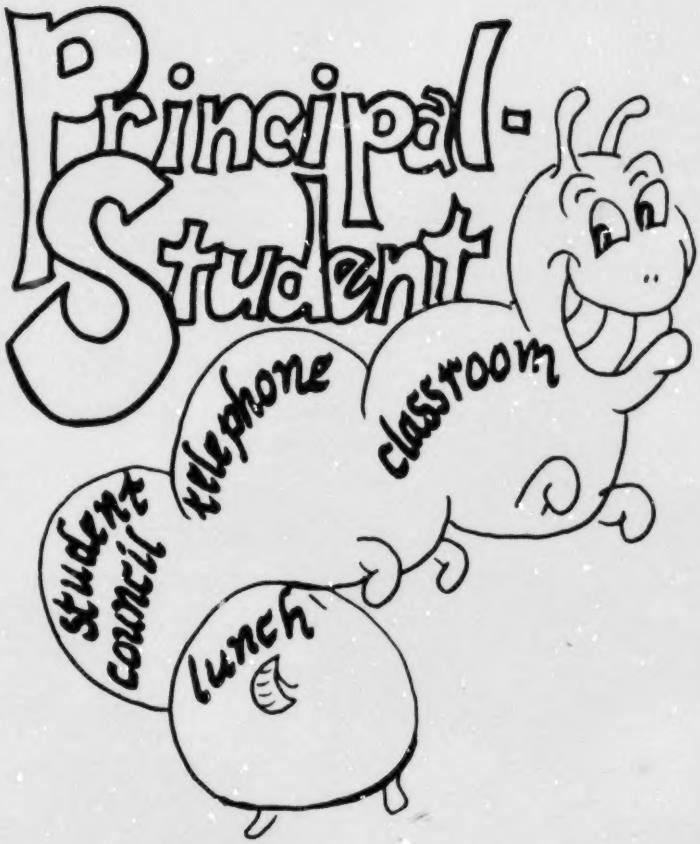
EARTHQUAKE

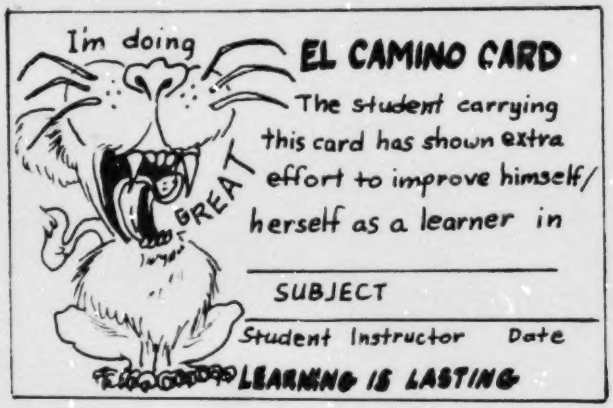
FALLEN AIRCRAFT

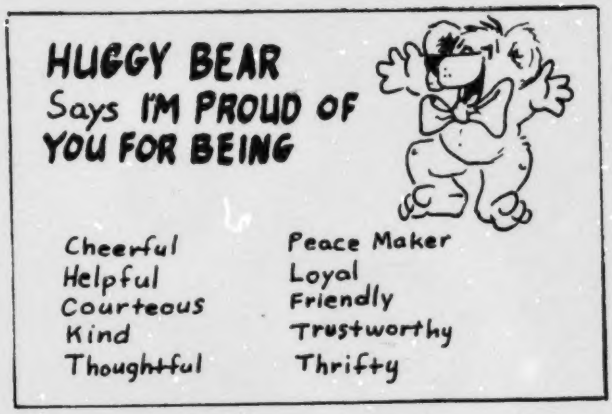
PRINCIFAL/STUDENT RELATIONSHIP

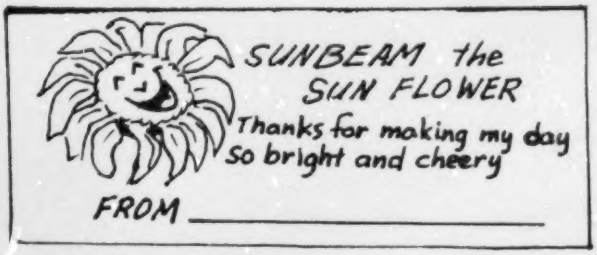
In good schools, you will almost always find principals who relate in numerous ways to the students. Principals recognize their influence in relating to kids and know how much parents value positive relationships. It makes little difference **when** it happens, as long as it happens! Establishing principal/student relationships can be done in the following ways:

1. Inviting kids into the principal's office for lunch.
2. Calling parents about special areas you are pleased with in their children.
3. Working with the student councils.
4. Writing special notes to students.
5. Presenting a special button pin. ("Principal's Pin for special achievement.) (See page 104.)
6. Inviting five kids a week into the office to get better acquainted.
7. Having students visit the office to "hug a bear" for demonstrating model character traits. (See below.)
8. When entering the school, the student information sheet helps school personnel know the child. (See page 106.)
9. Train kids to be People Greeters for new student orientation (Venado Middle School).
10. Select students of the month for good citizenship. (See page 105.)
11. Send through the mail a special note on a school designed logo. (Arroyo High School, see page 104.)
12. Write a letter to kids to elicit their values. (See Kids of Camino, page 107.)
13. Give kids Camino Cards for extra effort. (See below.)
14. Ask kids what they learned in school today. (See page 104.)

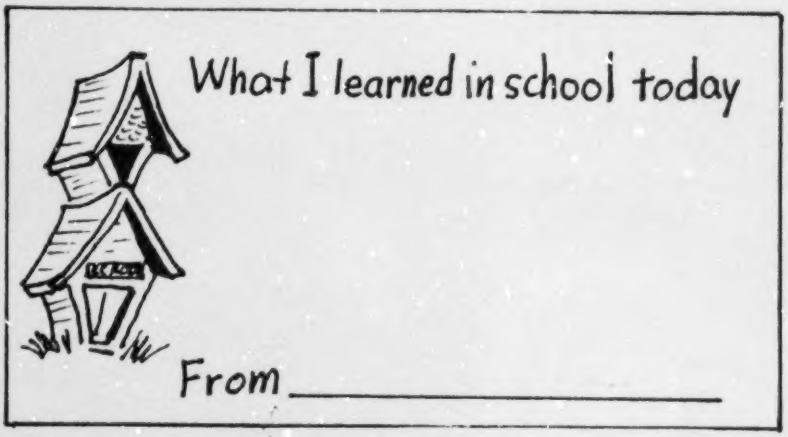




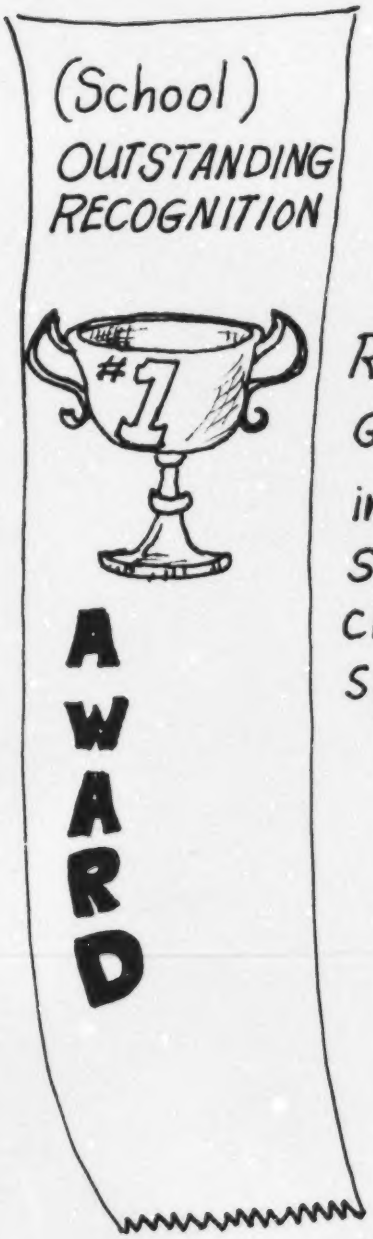




Parents nominated by their children for parent of the month



Students setting and achieving goals



Outstanding
Recognition Award
Given to students as
incentives for:
scholarship
citizenship
sportsmanship

Good Schools take time to ask parents about their children's need.

IRVINE UNIFIED SCHOOL DISTRICT
EL CAMINO REAL SCHOOL

STUDENT INFORMATION SHEET

NAME _____

TEACHER _____ GRADE ____

DATE _____

Welcome To El Camino Real School:

In order that we may become better acquainted with your child at the time of initial entrance in our school, we are asking that you take the time to answer the following questions. You may take this home with you and return it after you've had time to think about it.

This information will be used to more effectively place your child in the best possible learning environment. The principal and teacher will review this information.

1. A. How does your child spend his leisure time? _____

B. What subjects and activities at school have "turned your child on?" _____

2. What type of teacher motivates your child? _____

3. Please list some academic strengths and weaknesses of your child.

Strengths: _____

Weaknesses: _____

4. What form of classroom discipline do you support for your child? We believe discipline should include warmth and support with firm limits and consequences both positive and negative. What works best with your child?

_____

5. Does your child play a musical instrument? Yes ___ No ___ Instrument _____

6. What would be the main goals or objectives that you would like to see your child attain while attending El Camino Real School? Ask to see our curriculum overview if this will help you in answering this question.

_____

7. Is there anything about your child that you feel is important that we know? _____

8. Does your child have any health problem (physical, educational, emotional)? _____

9. List any information that you may have on your child's academic progress to date (report cards, test results, etc.) if transfer records are not available. Please summarize. _____

Kids of Camino

Dear Kids,

This is a new newsletter I'll be sending you from time to time. I hope you enjoy and learn some things that will help as you attend ECR.

Chores

Several kids think the chores they have to do take too much time. Surprise! Most chores given to kids take very little time. Even if you have daily chores, it really takes very little of your time. Here's examples of some common chores - (I've computed these from talking to some ECR students):

Taking out trash	3 minutes
Emptying waste baskets into trash cans (6)	4 minutes
Making bed	3 minutes
Cleaning room (putting things in their place)	5 minutes
Cleaning bathroom sink (bowl & chrome)	2 minutes
Dusting familyroom, livingroom, & den	3 minutes
Cleaning dinner table & putting things in place	5 minutes
Cut the lawn-front & back (with gas or electric mower)	25 minutes
Water house plants	5 minutes
Vacuum (living/dining rooms)	15 minutes
Feed & clean up after animals	3 minutes

It has been calculated that a parent spends over 12 hours daily to provide for a families needs. In other words your parents chores would amount to 12 hours a day, where a child's accumulated chores would be somewhere around 10-15 minutes daily.

I would like to know how you feel about this. Can you think of things you can do around the house to help your parent(s)? They do so much for you. Please share your ideas with your parents as well, and reply on the tear-off provided below.

- - - - - - - - - - -

(Tear off and return to Mr. Bedley)

Dear Mr. Bedley,

Here's my idea about chores: _____

_____

_____

Distribution: ECR Students
3-6 grade

_____ (Name)

STUDENT ORIENTATION TO SCHOOL

Effective schools include questions to help better understand a child's learning style. For example:

1. Have you been in open space or closed space before?
2. What is your best subject? What is your most difficult subject?
3. How do you learn best? From books, from hearing, from working with materials, from watching someone doing things?
4. How do you know when you have done well in school?
5. Do you need to know often how you are doing? (A great deal of feedback, regular amount of feedback.)
6. Is is hard for you to follow instruction? Written? Oral?
7. Do you have a hard time sitting still?
8. Do you have a hard time completing a task? Do you have a hard time starting work?
9. Do you work best by yourself, in a small group, or in a large group?
10. Do you need a great deal of structure or freedom to make choices?
11. Is it hard for you to write or print?
12. Are you easily distracted?
13. Do you usually get along well with teachers, adults?
14. Do you get along well with other children?
15. How can your teacher help you the most to be successful in learning?
16. What was your favorite teacher like?

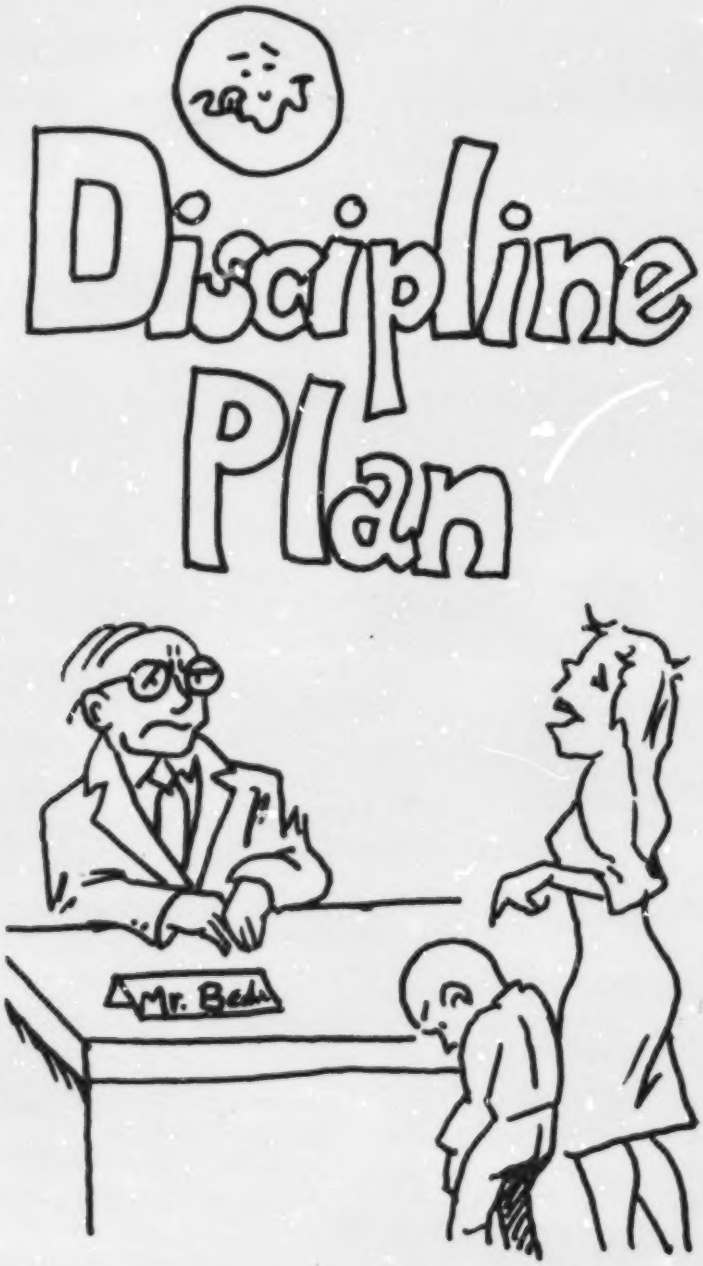
COMMENTS:

RECOMMENDATIONS:

DISCIPLINE PLAN

Two things that parents readily observe when they walk into a school is first how well the school is organized, and second, how children are disciplined. Good schools are leaders in these two areas. They communicate comprehensive on-going planning in the training of children's behavior in large groups.

The crucial variable in school climate is a clearly defined and regularly communicated discipline program. Discipline programs in good schools spell out definitions, philosophy, limits, responsibilities, and consequences. (See Discipline Brochure, page 110.)



DISCIPLINE

A Total School Program

DISCIPLINE IS . . .

- Training that enables students to make appropriate choices in a climate of warmth and support.
- Clearly defined school rules and classroom limits with incremental incentives and consequences consistently carried out.
- Effective communication techniques that foster positive relationships.
- Specific reinforcement of desired behaviors.
- Self-management in a variety of environments.

OUR PHILOSOPHY . . .

- Children can behave appropriately.
- All children have human dignity and worth.
- Persuasion is more powerful than fear.
- Influence is greater than control.
- Rationale and knowledgeable approach is more productive.
- Behavior is maintained by its consequences.
- Consider what kids do outside of your shadow as well as what they do when you are present.

OUR PROGRAM INCLUDES . . .

- Emphasis on recognition of appropriate behaviors.
- Progression from extrinsic to intrinsic rewards; the older the child, the less extrinsic rewards.
- Detail classroom management plans for all children.
- Student orientation.
- Written behavior agreements for children who repeatedly demonstrate inappropriate behavior.
- Emphasis in . . .
  . . . anticipation training
  . . . concentration training
  . . . moral and ethical training
  . . . conflict/resolution training
  . . . responsibility training

PROHIBITED BEHAVIORS

- Defiance of authority/deliberate classroom disruption.
- Assault – verbal or physical threat or action against another person.
- Fighting.
- Drugs – using, possessing, or selling any dangerous or illegal drug.
- Alcohol – using or possessing any alcoholic beverage.
- Gambling – wagering or betting money or other stakes on the outcome of any activity.
- Theft – stealing property of another person or of the school.
- Vandalism – deliberate destruction of or damage to property of another person or of the school.
- Smoking – use of tobacco, except in designated areas established by schools.
- Weapons – possession of any item, including firearms, knives, and other dangerous objects, which could cause injury to any person.
- Harassment or intimidation of students or staff members.

A SHARED RESPONSIBILITY . . .

It is to our collective advantage to develop self-disciplined people.

THE STUDENT IS RESPONSIBLE FOR

1. Respecting the authority of teachers, principals, and other school staff to enforce district policy and school rules and regulations regarding student discipline and moral conduct.

2. Behaving in classrooms and on school campuses in a manner that does not disrupt or interfere with the rights of other students to learn.

3. Abiding by the school and classroom limits established by the school.

4. Attending assigned classes daily on time and for each full term.

THE PARENT IS RESPONSIBLE FOR

1. Reinforcing children at home who demonstrate appropriate behavior.

2. Reviewing school discipline rules and regulations with family members to ensure that all are familiar with and understand the standards of conduct expected by school authorities.

3. Cooperating with school officials in carrying out appropriate discipline penalties when such action is necessary.

4. Seeking out when necessary, and with the advice and guidance of district personnel, appropriate community agencies for assistance in correcting misbehavior of the student.

THE TEACHER IS RESPONSIBLE FOR

1. Assisting in the development and enforcement of the school rules.

2. Developing concise classroom limits that clearly communicate to student and parent what's needed in order to teach.

3. Establishing a classroom management program and atmosphere that elicits proper behavior and which gives every student full opportunity to pursue their studies without disruption.

4. Communicating with students and parents regarding . . .
. . . behavior successes
. . . behavior problems and proposed solutions.

5. Developing four-way behavior agreements for people-wise kids: teacher-parent-administrator of discipline-child.

THE PRINCIPAL IS RESPONSIBLE FOR

1. Eliminating vagueness from rules, expectations and responsibilities.

2. Supporting teachers by developing behavioral agreements on disruptive students and by holding conferences with parents to get commitments to agreements.

3. Coordinating a system of reminders for people in following established rules and limits.

4. Defining the referral procedures and everyone's part in that procedure.

5. Enforcing this discipline plan within the existing district, state, and federal laws.

SCHOOL RULES

1. Remain in assigned area.

2. Keep hands, feet and objects to self.

3. Complete all work assigned.

4. Use common sense — if you think there's a chance you might get hurt or hurt someone else, "Don't Do It!"

5. Use only kind words toward others. No killer statements will be allowed (making fun of a person's name, appearance or abilities).

Develop A Positive Attitude

Catch kids being good

Consequences

GOOD SCHOOLS PROVIDE ONGOING INFORMATION ON HOW TO TRAIN KIDS FOR APPROPRIATE BEHAVIOR.

All behavior, good or bad, is maintained by its consequences.

13 PRINCIPLES OF EFFECTIVE CONSEQUENCES

1. When a child is learning a new behavior, continuous reinforcement is best. Once the behavior is learned, an adult needs to vary the interval.

2. Most consequences should be spelled out ahead of time: **Positive consequences** for appropriate behavior. **Negative consequences** for inappropriate behavior.

3. The **consistency** in using a particular consequence is more important than the consequence itself.

4. The concept of **choice** as it relates to the consequence is essential especially in teaching children responsibility. The child must know that his choice leads to certain consequences.

5. Over-reliance on a single reinforcer usually results in a loss of effectiveness for that reinforcer, even though it may be highly effective at first.

6. Similar consequences can be both positive and negative depending on the person who experiences them.

7. Potential consequences are those consequences that definitely will affect us in the future; whereas **reality consequences** are those consequences that affect us right now. Most consequences affect us in both ways.

8. Planned **interventions**, both positive and negative, produce highest results. Interventions need to be brief and consistent. The fewer the interventions, the more successful the change in behavior.

9. It is almost as difficult to accept praise as punishment. Negative tapes are more pervasive in our society. We almost expect them.

10. **Saturated consequences** means to overwhelm a person with a consequence that reveals an appropriate behavior.

11. Consequences that have steps or increments are the most successful in training children. Heirarchy of consequences are planned scaled consequences.

    i.e.: Step 1 – Physical distance
    Step 2 – Lose an activity
    Step 3 – Put in uncomfortable environment
    Step 4 – Surprise creative consequences

12. We need to reaffirm positive behavior in all children. Low achievers are ignored six times as much as high achievers.

13. The most effective consequences are natural. If you touch a hot stove, you get burned. Logical consequences are like natural consequences, the difference is the adult designs consequences for behavior.

The benefits of following rules must be proven more worthwhile than the benefits of not following the rules.

PUNISHMENT AS A CONSEQUENCE

- The concept of punishment as a consequence almost always gets bad press, but any person who denies its existence or occasional necessity is simply out of touch with reality.
- Punishment is usually successful in curbing undesired behavior, but very ineffective in producing desired behavior.
- Adults need to clarify for themselves the purpose of the punishment so that there is not a vague sense of righteousness in the act.
- Punishing consequences should always happen in a context of love with training that follows.

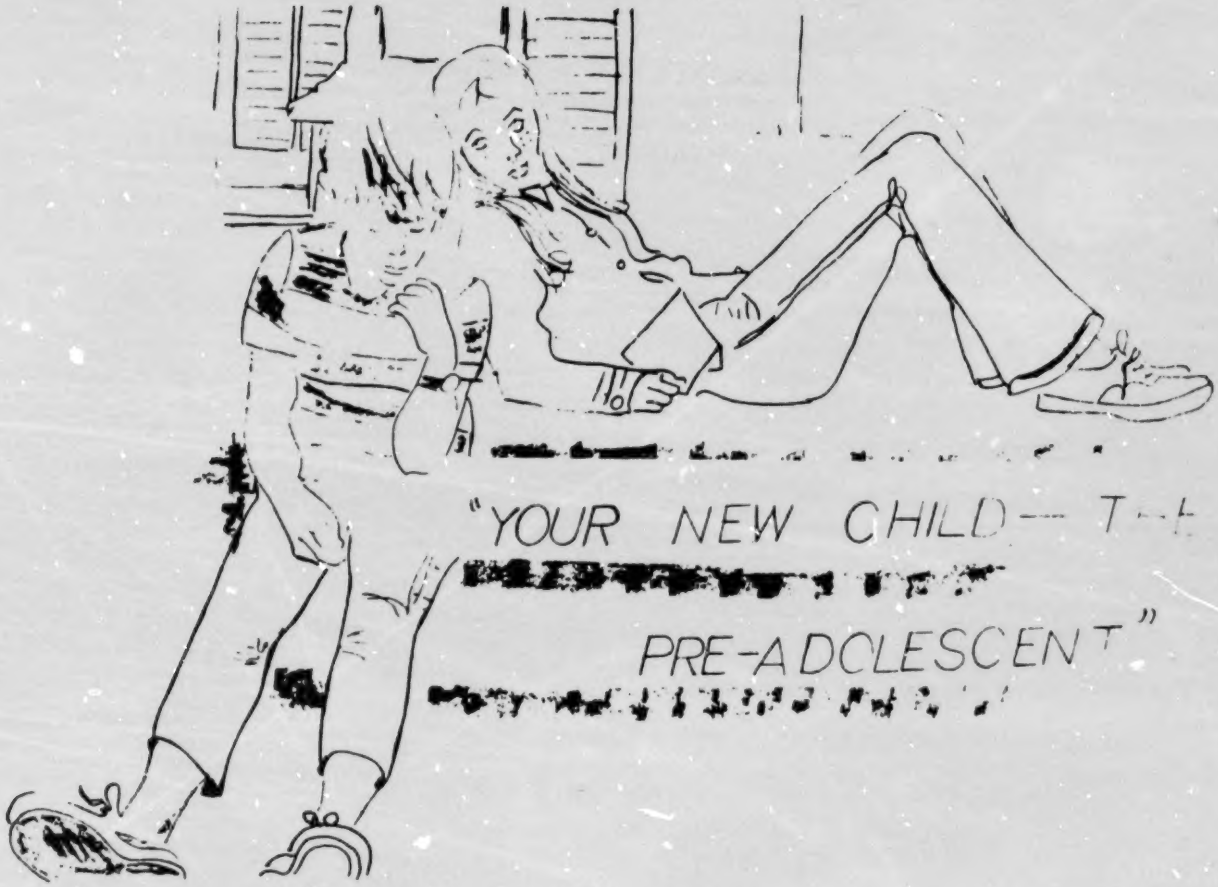
KIDS WITH SPECIAL NEEDS

The deeper you look at kids, the more you will see their needs. It is imperative that no child fall through the cracks! Good schools monitor students with special needs to see if they are given the services which they require. (See Needy Kids Sheet, page 115.)

PRE-ADOLESCENCE

An important function which the school can provide for parents is to help them understand the difficult years of pre-adolescence. Good schools invite parents to special meetings to hear from teachers and principals who work with adolescents. (See page 114.)

Kids with Special Needs



John Tennant, Principal at Venado Guest Speaker
Place: El Camino Real School Multi-Purpose Room
Date: THURSDAY, OCTOBER 25, 1979
Time: 7:30 P.M.

This is not an orientation to a junior high program but some practical advice, to fifth and sixth grade parents, to help you relate to your children during the teen years.

Below is a tear-off response section we would like filled out if you are planning to attend as seating is limited.

I will attend the talk, "Your New Child-The Pre-Adolescent". Please reserve _____seats.

_____Name _____School

GB/ef
IUSD/79

Return to your school office please.

TO: STAFF

FROM:

SUBJECT: NEEDY KIDS

DATE: July 1979

TEACHER _____

GRADE LEVEL _____

We will continue to monitor students who have repeated academic problems. This is the program's third year in operation & we plan to continue to follow the progress of these students through their school years. We have records for past two years & are following these children closely.

Please submit the names of these students to the office by August 1.

NAME	NEEDS (Please check ✓)						SERVICES PRESENTLY GIVEN				
							SEE BELOW FOR CODE				
	LES NES	Reading	Math	Social Skills	Writing	Lang.	Boost READ	PHRC PEP	LISP	SPEECH	OTHER
1											
2											
3											
4											
5											
6											
7											
8											
9											
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20											
21											
22											
23											
24											
25											

USE CODE:

U - Unofficial enrollment in program X - Official enrollment in program

✓ - Needs help

STUDENT HANDBOOK

Student Handbooks are created in a variety of formats from very simple booklets to comprehensive guides. The format is secondary to the major items that need to be communicated. Here are some examples of things that can be included. These were observed in good schools that utilized peechie folders.

SCHOOL RULES

In order that we may spend the majority of our time recognizing good behavior, we have only a few school rules. These rules apply before, during, and after school anywhere on the campus.

1. Remain in assigned area.
2. Keep hands, feet and objects to self.
3. Complete all work assigned.
4. Use common sense — if you think there's a chance you might get hurt or hurt someone else, "Don't Do It!"
5. Use only kind words toward others. No killer statements will be allowed (making fun of a person's name, appearance or abilities).

SCHOOL OFFICE

Our office staff works diligently at providing the best possible services. We request that you send notes regarding your child's illness. Please notify us in case of lengthy illness or contagious illness. Home teaching can be provided. The office is open from 7:30 a.m. until 4:00 p.m. Monday through Friday, excluding the Holidays noted in your cycle calendar.

PROGRESS REPORTS & CONFERENCES

Progress Reports are issued three times during the school year. During the first month of school, parents are formally invited to meet with their child's teacher to mutually specify goals for the year. We encourage parents to schedule a conference anytime they feel there is a need during the year. Your child's teacher will hold a minimum of one conference to discuss your child's progress. These are detailed reports of your child's progress and will be sent home. You will also receive reports from special teachers who instruct your child.

MEDICATION

Any pupil who is required to take medicine during the regular school day, (prescribed for him by a physician), may be assisted by the school nurse or other designated school personnel if the school district receives. 1) written statement from such physician detailing the method, amount, and time schedules by which such medication is to be taken and; 2) a written statement from the parent or guardian indicating that you desire the school district to assist the pupil. Forms are available at school office.

HONOR ROLL

We are committed to academic excellence. All students who consistently demonstrate high achievement will be presented with a certificate of accomplishment titled Principal's List. These are signed by the Principal and Teacher and presented to students in their classroom at the conclusion of the semester.

THE STATE OF CALIFORNIA REQUIRES
THAT YOU ATTEND SCHOOL
REGULARLY

BESIDES, WE WANT YOU HERE!

!!!So, **ATTENDANCE** is important !!!

ABSENT

Have mom or dad call - if they don't...we'll call them! We need to know why you're not here.

ABSENT

DON'T FORGET YOUR NOTE
DON'T FORGET YOUR NOTE
DON'T FORGET YOUR NOTE

(You're responsible for getting your makeup work)

TARDY

Being on time is important now (and sure will be when you have a job later). Get a pass from a teacher if one detains you.

TARDY

SOME **BIG** NO-NO'S!

Fighting! Violence is **not** tolerated. If you have a problem or something that might become one, see a counselor or assistant principal FIRST!

Fireworks and Knives! These or anything we consider dangerous to you or others, will be taken from you.

Drugs and Alcohol! Use or possession result in suspension, parent conference, and reporting to juvenile narcotics authorities.

Tobacco! Smoking by minors is against the State Law! Even if your parents allow it, we cannot permit you to smoke.
DO YOU HAVE A HABIT? SEE A COUNSELOR!
AVOID THE HASSEL—DO NOT SMOKE!

Medication! May be brought only if you bring a note from home and the doctor, and then give the medication to the nurse to hold for you.

Washington is a **CLOSED CAMPUS.** This means that once you arrive you may not leave unless a parent signs you out. We are responsible for you and when you leave we become

VERY VERY ANGRY!

!! DO NOT LEAVE CAMPUS !!
PLEASE READ THIS ENTIRE SECTION AGAIN

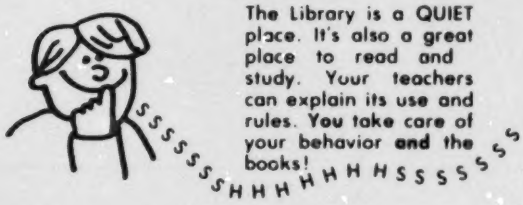
LET'S START WITH THE IMPORTANT STUFF...

FOOD

A.M.SNACK 8:00-8:20 GET OFF TO A GOOD START
Juice, milk, healthy breakfast roll—only 20c!

LUNCH period is 45 minutes. If you finish early, you may stay at the tables and talk with friends, go to the playground, talk to our nice noon supervisors, or go to the **library**.

BUT REMEMBER



The Library is a QUIET place. It's also a great place to read and study. Your teachers can explain its use and rules. You take care of your behavior **and** the books!

WJHS STUDENTS
like a clean eating area – that's why they pick up after themselves

Another place to be QUIET is
THE OFFICE
The office is a place of business where work needs to be done.

Office telephones are for school business and **emergencies** only! You need special permission from the office to use them.

The pay phone? Use it before or after school only.

NEED TO TALK?
WANT SOME ADVICE? **SEE A COUNSELOR**

(Counselors also have work permits)
AND ARE FRIENDLY

ASB

Officers are elected every year.
They plan most activities and special events for you.
SUPPORT YOUR ASB! GET INVOLVED!

Who is the ASSOCIATED STUDENT BODY? **Y O U !**
With a card you get into activities and get a yearbook cheaper.

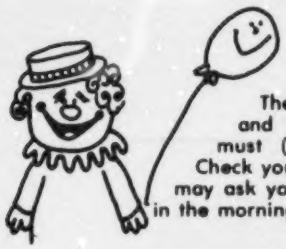
AND WE HAVE GOOD DANCES FOR 8th AND 9th GRADERS!

We hope you'll stay the whole time but once you leave you may not return...

Only Washington students may attend Washington dances.

FUN....FUN....FUN.... Boys' and Girls' sports, Newspaper, Yearbook, Honor Society, Talent Show, Student/Faculty Tournaments, Music .....
.....JOIN IN

We also have Clubs...Clown Club...Science Club... Home Ec. Club...We can have more too! Do you have an interest? See a teacher and **START A CLUB.**



!!!!DON'T LEAVE CAMPUS!!!!

The general rule is to be neat and clean and to use common sense. Shoes are a must (and they must have back straps.) Check your behavior code for more details. We may ask you to change—so when you get ready in the morning—or for a dance—
!! USE YOUR HEAD !!

SO WHAT?

THE FUTURE

"Only pioneers get arrows!"

Developing and maintaining good schools is a journey, not a destination. Personnel in good schools focus on the future as well as the present because they know that to change is inevitable.

1. They must will the future through positive practical ideas that are yet to be created.
2. The transition from textbooks to the world of work is an abrupt one for most young people.
3. We need to create productive roles for out-of-school youth.
4. It is important for future graduates to learn what is necessary for the wise budgeting of limited resources.
5. A curriculum for caring is essential as a prerequisite to graduation.
6. The two fastest growing entities in our society are the single parent family and the only child. There is a need for single parent training.

Personnel in good schools know that there are times when they will take the leadership when others maintain the status quo. They will pioneer the unknown to find a better way for the unsolved problem of our day.

"The world's greatest need is an appetite for the future . . . All healthy societies are ready to sacrifice the existential moment for their children's future and for children after them. The sense of the future is behind all good policies. Unless we have it, we can give nothing either wise or decent to the world."

--C. P. Snow

STATE OF THE SCHOOL (S.O.S.) MESSAGE

Good schools establish bench-marks and organizational memory. Their state of the school messages summarize highlights and accomplishments. State of the school messages provide the following:

1. Closure of a school year.
2. Summarizes the major successful events.
3. Provides an annual report to key community members.
4. Provides a summary for the superintendent and the Board of Education.
5. Helps people remember — since people need reminders more than information.
6. Included is a focus and challenge for the future. (See Example page 121.)

STATE OF SCHOOL

EL CAMINO REAL

1978-1979

PRINCIPAL

GENE BEDLEY

STATE OF SCHOOL MESSAGE
EL CAMINO REAL
1978-79

In characterizing the past year in one word, it would be "anticipation." Anticipation of what would happen with budget decisions we made as a result of Proposition 13; what would happen when we reduced existing services and funds from a comfortable level experienced from past years; anticipation of what was going to be the final outcome to the freeze on salaries; anticipation of what would happen if we lost one more teacher to motherhood; anticipation of whether we could implement the district's social science content framework within the context of cycles and grade levels; anticipation of how our kids would do on new proficiency indicators; anticipation of what the Fire Marshal would find illegal on the next visit. I don't think she likes papered bulletin boards.

There were questions such as:
...will the air conditioning make it through the year (how about a month)? maybe today?
...with Barber-Colman & extra parts ready to help, really makes a difference.

We all wondered whether we'd make it through the Jog-A-Thon with the fast pace Alvin, Walt, and Gary set.

Some anticipated what would happen after Virginia Otto invited all the authors to ECR...would any authors emerge at ECR? Is there an Eve Titus in the group?

Rumor has it that Ann Reigle is writing a book and Gene Bedley can't find better things to do in the evenings - there must be others.

Rick anticipated all those Christmas/Holiday programs would destroy the multipurpose room. Believe it or not we made it through and the room was still standing, it had to make it - the new juice machine needed to be placed somewhere.

Normal anxieties were prevalent in anticipation of our musical production. Would two casts of PETER PAN and 140 instrumental music students come through? Our anxieties were lessened when they came through with flying colors.

Anticipation about the newly instituted "rainy day" session was answered when kids responded in a positive way. Thanks to Susan Turner for the idea.

Anticipating the number of kindergarten enrollees for the following year intrigued us all - the numbers were larger than expected which enabled us to keep a kindergarten for every cycle.

After hearing Doug's comments about the benefits of the Spelling Inservice, we knew we had a chance in implementing a new program and finding some degree of success.

Probably the greatest amount of anticipation was evidenced in who were going to be the new teachers at ECR for the new year. As for Gene, the greatest anxiety was the ever present CTBS results. Would the teachers and kids come through to show many of the good things that were being learned? Well not only did everybody demonstrate their best, but several classes outdid themselves. We fared very high in overall performance and perhaps, even more important, staff took the responsibility of teaching to specific weak areas identified on last year's test. Alvin made it possible with his excellent summary of results.

The longest anticipation that lasted the entire year was, would the SCIS kids arrive before Christmas - well how about Easter - maybe June..... they finally got here didn't they?

A highlight of the year for us all was March 26 when Madeline Hunter spoke to us and even in her presentation the concept of anticipation was addressed. Madeline said, "if we teach kids to anticipate in their life things that might happen, they would be better able to deal with reality when it happened."

As the year progressed, we were all anticipating what would happen from the school district's review of our School Improvement Program - the results were conclusive, we received over 45 commendations, for once someone else besides the boss were saying the staff of ECR has it all together.

We looked forward with great anticipation to our kindergarten students being selected to participate in the National Music Conference and they demonstrated what we expected them to do. A superb performance.

For some things, the anticipation to answers never did come. One first grader asked me, "Where is the wind when it's not blowing?" Someone has said you can identify the sophistication of a group by the questions they ask.

We hoped for the best and it happened. To maintain the positive attitude that each of you have kept means that we can and will be successful in the years ahead. Being successful means we never have to make excuses for failing. To teach is to learn twice - our profession is one of the best. I'm grateful to the many people that made things happen this year. It was truly a team effort.

As we approach a new year we know there are proven successful techniques that work in training children. Our challenge is to continue to give the directed guidance necessary to help children grow into mature responsible human beings. Training implies kids don't know what they need - we do & their parents do and together we can provide kids with direction & purpose & finally ---

> "The kinds of things we do for kids are not immediately apparent. It's not like painting a fence, fixing a tire, or getting a hair cut."

SEVEN HIGH PRIORITY CHARACTERISTICS THAT EXIST IN SCHOOLS WHICH PRODUCE HIGH PERFORMING STUDENTS

1. Students are **expected** to perform at high levels. Schools that create the **proper conditions** help students achieve objectives.
2. Positive School Climate causes students to enjoy school, teachers to enjoy teaching, and administrators to bring hope. The result is a place where all people have respect for each other.
3. Student Progress is monitored. Students and parents are given feedback where cooperative planning between teacher, student and parents lead to improved performance.
4. Student activities compliment the teacher's objective. Time on task to meet objectives is paramount while minimum time is given to emergent needs of children.
5. Classroom management is clearly defined and organized. The children are not only given clear information as to class routine, but they also have personal reminders so as to consistently perform identified tasks.
6. Recognition is given of appropriate behavior. Parents and teachers reinforce student accomplishments by encouragement and recognition of successes.
7. Learning has a focus and a progression. Ongoing assessment indicates the student's strengths and deficiencies so that criterion activities may be implemented.

Challenge people to reach beyond their grasp.

London Study Has Answer

What Makes Some Schools Better?

Why are some schools better than others? If the measures of quality are limited to student achievement, behavior, attendance and delinquency rates, then a study, based on research from the inner city of London, has much to say about schools that succeed -- on both sides of the Atlantic.

In the study **Fifteen Thousand Hours**, some of the 12 secondary schools in the project had an important impact on the positive development of their students, despite serving poor neighborhoods and troubled families. What makes for success?

> **These schools have a distinct ethos, a climate in which separate facets of teaching and management contribute to the social organization of the school.**
>
> Teachers are well-organized, preparing lessons in advance, are prompt on starting lessons and direct the lesson to the class.
>
> Teachers use "an ample amount of praise in their teaching," are firm in discipline but keep such "interventions" to a minimum.
>
> **Teachers have high expectations for students and convey confidence students can do the work. They provide models for punctuality, care of the environment and interest in students' problems.**
>
> The staff works together on curriculum and discipline approaches and agrees on basic values imparted by the school.

New in this study--and a contrast to research by James Coleman and Christopher Jencks--is that secondary schools vary markedly in their influence on students, even after considering the students' socio-economic backgrounds.

LOVE

"Personnel in good schools build relationships on LOVE rather than POWER!"

When the dawn of evening shall beset us, we shall all be judged by our love.

For years I have saved letters from the many parents whose children have meant so much to me. Time after time I have been reassured that love is the greatest force we know. It is expressed by my good friends Bob and May Lou in the following letter.

"Gene

This is a very difficult note to write. We are going to miss you so! You are one of those great giving, loving and talented people that God gives to light up our lives. Thank you for loving our children, for trying to understand them as unique individuals, for responding to us as parents so creatively, openly, and honestly.

Thank you for being such a great model. I'm sure Mary Lou & I will be hearing "Mr. Bedley" stories for years to come – as our children realize more and more what a treasure you have been.

We will remember you well and pray for you. You are a fine-tuned instrument in God's hands, a truly "holy" person – which is rare indeed. Your influence on children, ours and others', will continue through a lifetime – indeed into many life-times.

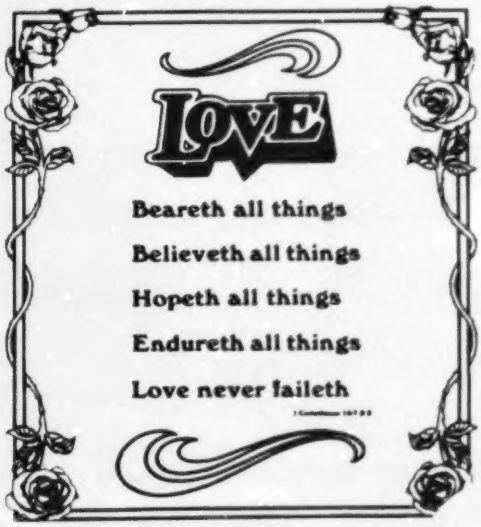
With much gratitude,

Bob and Mary Lou Brophy"

In I Corinthians 13, it tells us if we have everything and yet do not have love, we have nothing! I will always treasure Bob and Mary Lou's letter – it brings tears and strength to me everytime that I read it. How much better schools would be if we all just loved a little bit more. We need to **love without hooks**, to give children unconditionally the best that we have to offer.

People can experience so much if we just let go and give to people the best that we have. In good schools, people genuinely love each other. People are loved for who they are, not what they've done. They embrace freely and frequently. Schools with love take time to understand people's feelings. They work at understanding all emotions because they know that people are oftentimes led by their feelings. In addition, their love goes beyond feeling to draw upon all the knowledge and experience of the past to help children. They're free to allow children and parents to help them. Their love is evidenced in not allowing children to do what they know will work against them, while at the same time graduating experiences that will ultimately serve children.

Love is a part of a healthy emotional growth that all people want and need. As we help children grow emotionally, the meaning of love changes in ways exciting and sometimes unclear. Often we find ourselves confused about what we feel for others and how to express it. The important thing is that we continue to strive to express our love in many ways.



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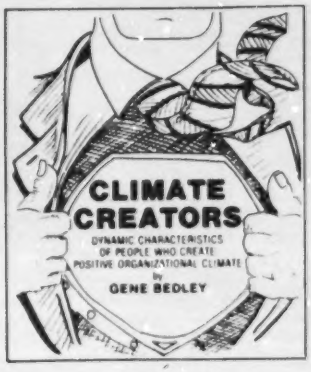

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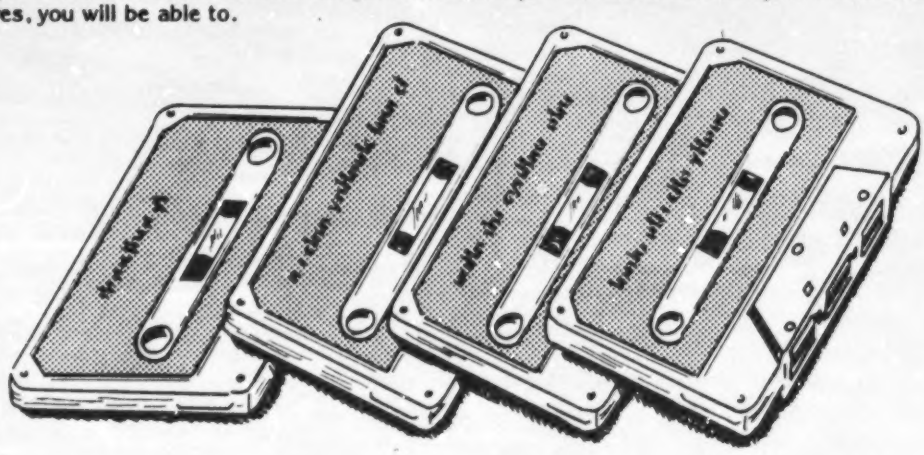

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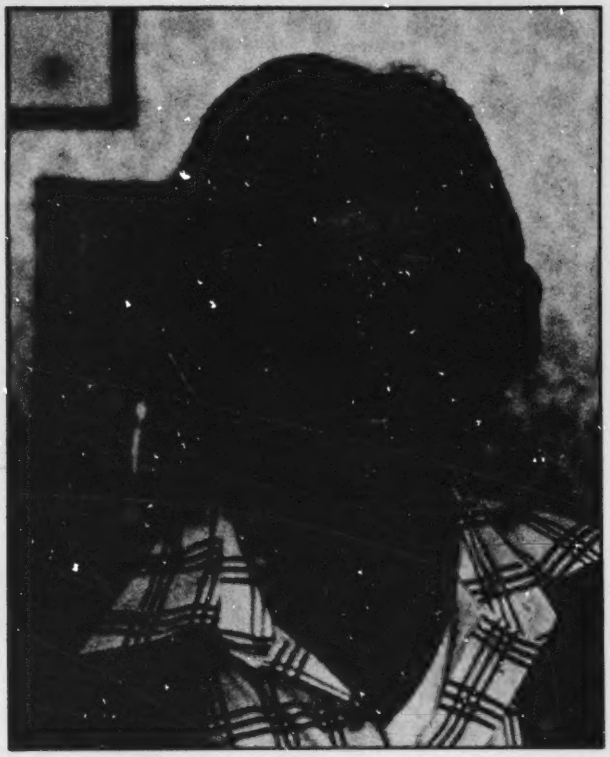

GENE A. BEDLEY

- GENE IS A FORMER CLASSROOM TEACHER, CURRICULUM COORDINATOR AND DISTRICT ADMINISTRATOR.
- HE IS THE RECIPIENT OF THE ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS DISTINGUISHED ACHIEVEMENT AWARD FOR THE PAST TWO YEARS.
- HE IS AN AUTHOR AND FEATURED PRESENTOR ON POSITIVE SCHOOL CLIMATE AND DISCIPLINE.
- GENE IS PRESENTLY PRINCIPAL OF EL CAMINO REAL SCHOOL, IRVINE, CALIFORNIA.

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